

Academic Catalog



SHILOH
UNIVERSITY®

A global university igniting world changers.

2021-2022

January 2022 Edition

Copyright © 2012-2022 by Shiloh University, an Iowa nonprofit corporation.

All rights reserved. "Shiloh University" and logo is a registered trademark of Shiloh University, an Iowa nonprofit corporation, and may not be used without permission.

Table of Contents

WELCOME	9
ABOUT US	10
Mission Statement	10
Institutional Goals	10
Institutional Core Values and Objectives	10
Schools and Programs	11
Purpose of Educational Programs	13
Statement of Faith	13
History and Vision	13
Accreditation, Licensure & Recognitions	14
Nondiscrimination Policy	15
Academic Calendar	15
Contact Us	16
UNIVERSITY ADMINISTRATION	18
Officers and Administrators	18
Board of Trustees	18
Academic Council	18
Advisory Board	19
Faculty	19
SCHOOL OF MINISTRY AND LEADERSHIP	23
Bachelor of Arts in Christian Ministry: Degree Completion (1 Year)	23
Bachelor of Arts in Christian Ministry: Degree Completion (2 Years)	27
Master of Arts Degree in Practical Ministry (MAPM) –Core and Emphasis	30
MAPM – Jewish Foundations of the New Testament	32
MAPM – Care of Souls	33
Master of Divinity	34
Master of Divinity – Care of Souls Track	37
Doctor of Ministry in Relational Leadership	40
Personal and Professional Development	43
C. PETER WAGNER SCHOOL OF MINISTRY	44
Masters in Apostolic Leadership	44

Masters in Healing and Spiritual Care	46
Masters in Women’s Leadership	48
SCHOOL OF EDUCATION	50
Master of Education – Program Core and Emphasis	50
Master of Education – Emphasis in Instructional Design and Technology	52
Master of Education – Emphasis in Educational Leadership	54
ADMISSIONS	54
Undergraduate Degree Completion Programs	55
Graduate Degree Programs	56
Doctoral Degree Programs	59
*Master of Divinity Equivalency	60
Personal and Professional Development	61
English Language Proficiency Requirement	61
Transfer Credits	63
Credit for Prior Learning/Prior Learning Assessment	65
Application Processing, Notification, and Enrollment Agreement	71
Technical Requirements	71
TUITION & AID	73
Undergraduate Tuition	74
Graduate Tuition	74
Doctoral Tuition	75
Refund Policy	76
Scholarships & Discounts	77
ACADEMIC PROGRESS POLICIES	78
Enrollment Status	78
Satisfactory Academic Progress	78
Academic Discipline	79
Leave of Absence Policy	81
Course Policies	83
STUDENT POLICIES	87
Grading	88
Student Privacy	90
Student Identity	90

Student Conduct	90
Complaints/Grievances	95
Student Services	97
COURSES	99
Undergraduate Courses	100
Graduate Courses	105
Doctoral Courses	120

WELCOME

Welcome to Shiloh University

Our vision is to equip and ignite world changers. The purpose of Shiloh University's educational programs is to create a positive impact on culture through equipping students with the knowledge, skills, abilities, and attitudes that benefit their own lives, as well as the lives of those they are called to lead and serve.

Shiloh University courses are taught through online learning with no physical campus residency requirements. This allows interested students from anywhere in the world to participate. The University is dedicated to supporting each student's unique calling by providing excellent online courses with meaningful interaction in a vibrant community of learners.

We invite you to learn more about Shiloh University. Explore our programs of study. See if our school is the right choice for you!

Sincerely,



Christopher J. Reeves
For the Shiloh University Board of Trustees



ABOUT US

Mission Statement

Shiloh University is a global university igniting world changers through high-quality online higher education opportunities.

Institutional Goals

To fulfill its mission, Shiloh University is committed to:

- Providing Christian-based accredited online degree programs for training and equipping leaders in all sectors of society.
- Effectively reaching and serving students globally who can benefit from its educational programs.
- Facilitating a successful online learning experience for its students.

Institutional Core Values and Objectives

In support of its mission, Shiloh University is also committed to the following institutional core values and objectives:

Core Values

- Meet or exceed higher educational standards and those set by accrediting and regulatory agencies in all aspects of its operations.
- Provide accessibility and flexibility in the delivery of its programs and services.
- Conduct operations and make public representations about the University in an ethical manner.
- Evaluate and improve services, instruction, and programs of study annually.

Objectives

- Develop the competencies necessary for Christian ministry, leadership, and life skills.
- Enhance university-level competencies for critical thinking, research, and communication.
- Grow the character and disciplines supporting an effective Christian life and ministry.
- Promote a lifestyle of continual learning, growth, compassion, and ministry to others.

Schools and Programs

Shiloh University has three schools to support the educational goals of those who wish to make a positive impact through their vocational calling.

School of Ministry and Leadership

The School of Ministry and Leadership exists to ignite world changers in their calling to transform culture and impact lives. The School of Ministry and Leadership provides training in leadership, compassionate ministry, and biblical studies. Students are instructed by qualified faculty experienced in Christian ministry as apostolic leaders, missionaries, pastoral caregivers, and teachers.

Leadership studies focus on the fivefold ministry as a biblical model of leadership in the body of Christ today (Ephesians 4:11-13). Our goal is to equip leaders, men, and women who will make history while walking in their divine calling to strengthen and care for members of the Church, advance the outreach of the gospel of Christ through revival, and positively impact their communities and culture through reformation.

Compassionate ministry emphasizes the love of God in healing, deliverance, and pastoral care. Our goal is to equip servant-leaders whose focus of ministry is to bring the saving and healing work of Christ into the lives of those in need.

Biblical studies have their grounding in the person of Jesus Christ and the Jewish background of the early church. The School of Ministry and Leadership provides an opportunity to study the Jewish foundations of Christianity, enhancing the understanding of Scripture and its application to life and ministry.

Undergraduate Degree Programs

- Bachelor of Arts Degree Completion (1 year)
- Bachelor of Arts Degree Completion (2 year)

Graduate Degree Programs

- Master of Arts in Practical Ministry: Pastoral Care and Chaplaincy
- Master of Arts in Practical Ministry: Jewish Backgrounds of the New Testament
- Master of Divinity for the Pastor-Teacher
- Master of Divinity for Pastoral Care and Chaplaincy

Professional Doctoral Programs

- Doctor of Ministry in Relational Leadership

C. Peter Wagner School of Ministry

Shiloh University has named a portion of its Christian ministry degree programs the C. Peter Wagner School of Ministry.

In 2020, Shiloh University began working with Wagner University to create additional accredited programs that merge practical equipping with academic scholarship to produce scholar-practitioners.

Graduate Degree Programs

- Masters in Apostolic Leadership
- Masters in Healing and Spiritual Care
- Masters in Women's Leadership

These three graduate programs situate the teachings of C. Peter Wagner and others into the progressive Christian stream of restoration and reformation. The ultimate goal is to equip Christ-centered leaders for evangelism, spiritual growth, and the transformation of culture.

Unique to these programs is a required residential training experience. These residencies are much like required chapel attendance at many traditional Bible colleges and seminaries. The purpose of residential training is for students to hear and receive impartation from a variety of established practitioners—pastors, apostolic leaders, prophetic ministers, teachers, and leaders of cutting-edge ministries—who encompass various realms of influence.

School of Education

The School of Education propels dedicated educators into higher levels of personal and professional development through deepening their commitment to humanitarian values, enhancing professional skills, and creating a culture of thriving. Education has the power to influence lives and bring cherished values to culture. Educational leaders, teachers, and curriculum designers are the front line in creating an atmosphere for students to learn and grow as healthy and productive individuals. The School of Education is committed to equipping those who are called to be educators, encouraging them in their profession, and igniting in them the Divine creativity to impact the lives of students.

Graduate Degree Programs

- Master of Education (M.Ed.) in Instructional Design and Technology

- Master of Education (M.Ed.) in Educational Leadership

Purpose of Educational Programs

The purpose of Shiloh University's educational programs is to create a positive impact on culture through equipping students with the knowledge, skills, abilities, and attitudes that benefit their own lives, as well as the lives of those they are called to lead and serve.

Shiloh University's educational programs seek to merge practice with scholarship. Our goal is to equip ministries who are able to lead and serve as practitioner-scholars. To accomplish this, the curriculum has a mix of the practical as well as the scholarly. Most of the University's faculty are well-established teachers with professional experience and advanced degrees.

Statement of Faith

As a Christian institution, our core beliefs include the following:

- The Bible is divinely inspired, infallible, uniquely authoritative, and free from error of any sort in all matters with which it deals.
- God is eternally manifested in three persons: Father, Son, and Holy Spirit.
- Mankind is lost and spiritually dead through the sin of Adam, but the Father so loved the world that He sent His Son to redeem mankind from sin and sickness and to grant eternal life through repentance and faith in Christ Jesus.
- Satan, the ruler of this present age, the tempter and accuser, has been defeated by Jesus Christ, and this victory over Satan and his hosts will, in this age, be manifested through the church.
- Jesus has sent the believers into the world just as the Father sent Him and gave to them the great commission to make disciples of all nations.
- God has given His Holy Spirit to the believers as a down payment of their inheritance in Christ, to empower them in their witness and ministry, and to teach them and lead them in their daily lives.
- Jesus Christ is Lord and sovereign over the individual believer and the Church. He is seated at the right hand of the Father, waiting for His enemies to be made the footstool of His feet. He ever lives to make intercession for the saints and will come again to the earth to reign in His kingdom.

History and Vision

Shiloh University is a nonprofit educational institution named after the biblical story of Shiloh. Founded in 2006 as an online Bible college and seminary, our mission has been to provide worldwide inclusive educational opportunities. The University began instruction

in January 2007 with three degree programs. Shiloh University now offers undergraduate, graduate, and doctoral degrees designed to equip the student for effective Christian ministry.

Shiloh University received its initial accreditation from the Distance Education Accrediting Commission (DEAC) in January 2012. The DEAC is an accrediting agency recognized by the U.S. Department of Education and the Council for Higher Education Accreditation.

Collaboration has been central to the continuous improvement of the University's curriculum. The collaborative effort has included educators, pastors, missionaries, business leaders, and specialists in curriculum, accreditation, and technology from diverse backgrounds and countries. Over time, this collaborative effort has developed a culture of listening and appreciation of the varied gifts, perspectives, and callings God places within His people.

In 2021, Shiloh University's leadership team began an expansion of the institution's worldwide mission to include additional seminary degrees as well as additional degree programs in the areas of business and education. Shiloh University is also implementing a more standard tuition pricing, a cohort model for enrollments, as well as additional student support. These changes are being implemented to better equip students for impacting their communities through improving lives and influencing culture.

Shiloh University is committed to supporting adult learners of different races, countries, vocations, and Christian faith traditions. The University leadership keeps student interests in view through continual evaluation and improvement of its online educational services. Ultimately, our story is about the students whom God allows us to serve, igniting world changers through higher education opportunities.

Accreditation, Licensure & Recognitions

Accreditation Statement

Shiloh University and its degree programs are accredited by the Distance Education Accrediting Commission (DEAC). DEAC is recognized by the Council for Higher Education Accreditation (CHEA) and is listed by the U.S. Department of Education as a recognized accrediting agency.

Contact Information:

Distance Education Accrediting Commission (DEAC)
(Formerly the Distance Education and Training Council – DETC)

1601 18th Street NW, Suite 2
Washington, DC 20009
Phone: (202) 234-5100
Email: info@deac.org
Website: www.deac.org

State Licensure

Shiloh University is recognized and licensed by the State of Iowa as a post-secondary degree granting institution.

Contact Information:

Postsecondary Registration Administrator
Iowa College Student Aid Commission
475 SW 5th St., Suite D
Des Moines, IA 50309
Phone: (877) 272-4456, option 4

Shiloh University is also an approved State Authorization Reciprocity Agreement (SARA) institution, which enables it to admit students from any SARA participating state. For information on Shiloh University's authority to operate in each state, refer to the University's State Licensure Information summary.

Employment Licensure

University programs are designed to give students a broad and practical education in their field of choice. However, none of its educational programs are designed to prepare students to apply for or take any local, state, or federal licensure exams. Also, completion of a University ministry program is not a guarantee of ministerial employment or ordination.

Nondiscrimination Policy

Shiloh University admits students of any gender, race, color, national origin, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of gender, race, color, national origin, and ethnic origin in the administration of its educational policies, admission policies, scholarship and loan programs, or any other school-administered programs.

Academic Calendar

Cohort Model

Shiloh University has moved to a cohort-based model for academic program participation.

Academic programs are offered at planned intervals of time with a sufficient number of students enrolled for each cohort. In the cohort model, students enrolled in their academic program move through their planned sequence of courses collectively. This model of online education provides for a greater community learning experience throughout an entire program.

Cohort start dates, course start dates, and estimated completion dates are made available in the academic calendar section of the Shiloh University website.

Contact Us

Our office hours are 9 a.m. to 5 p.m. Central Standard Time Monday through Friday.

The Shiloh University office is closed for the following holidays:

- New Year's Day
- Presidents' Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving
- Friday Following Thanksgiving
- Christmas Day
- Additional day near Christmas (determined annually)

Please feel free to contact us with any of your questions:

Mailing Address

Shiloh University
1370 Highway 1
PO Box 846
Kalona, IA 52247-0846

Admissions: (815) 440-6999

Business: (877) 656-2447

Admissions & Registration

office@shiloh.edu

Student Services

student-services@shiloh.edu

UNIVERSITY ADMINISTRATION

Shiloh University is an Iowa nonprofit corporation. The University is controlled and governed by its Board of Trustees. Degree programs offered by Shiloh University must be approved by the university's Board of Trustees.

Officers and Administrators

Mark Glenn

President and Chief Academic Officer

Christopher Reeves

Chief Operations Officer

Gregory Wallace

Secretary / Treasurer

Wanli (Benny) Yang

Vice President, Development

Gregory Wallace

M.A. in Human and Organization Development, Azusa Pacific University
J.D., University of California, Los Angeles

Certificate in Executive Education, UCLA Anderson School of Business
President of the Wallace Group

Wanli (Benny) Yang

M.A. in Business Leadership
Enrolled in Ed.D. program from Azusa Pacific University

Board of Trustees

Phil Forbes

M.B.A., Phoenix University
Graduate Certificate in Biblical Languages, Shiloh University
M.Div., Shiloh University
Th.M., South Africa Theological Seminary

Mark Glenn

B.A. in Theology and Bible, Southeastern University
M.B.A., Indiana Wesleyan University
M.Ed., Northwest Nazarene University
M.Div., D.Min., The King's University

Christopher Reeves

B.A. in Business Administration, Azusa Pacific University
C.P.A., State of California
M.Ed. Western Governors University

Academic Council

Mark Glenn

B.A. in Theology and Bible, Southeastern University
M.B.A., Indiana Wesleyan University
M.Ed., Northwest Nazarene University
M.Div., D.Min., The King's University
President and Chief Academic Officer
Dean of Doctoral Programs

Amanda Dempster

B.A. in Sociology & Anthropology, St. Mary's College of Maryland
Graduate Certificate in Ministry Practice, Shiloh University
M.Div., Shiloh University
Dean of BA Programs

Nicol Dunn

B.A. Theater, University of California.
San Diego
Teaching Credential in Math and
Theater, San Diego State University
M.Ed. in Instructional Design, Western
Governors University
Academic Manager

Dennis Sheridan

B.A. Louisiana Tech University
M.Ed. Education Administration and
Supervision, Louisiana State University
M.R.E., Southwestern Baptist
Theological Seminary
Ed.D., Foundations of Christian
Education, Southwestern Baptist
Theological Seminary
Ph.D., Higher Education and
Organizational Change, University of
California, Los Angeles
Dean of Education Programs

Steven Todd

B.A. Psychology, Cal State Northridge
M.A. (M.Div. Equivalent), Fuller
Theological Seminary
D.Miss., New Geneva Theological
Seminary
Dean of MA Seminary Programs

Advisory Board

John Bangs

M.Div., Fuller Theological Seminary
D.Min., George Fox Evangelical
Seminary
Regional Campus Director of Fuller’s
Northwest Regional Campus
Ordained Foursquare Pastor

John McKendricks

M.Div., King’s University
Executive Director of Multnomah
University, Reno-Tahoe Campus

Eileen Lehmann

AA Nassau Community College
M.Div. The King’s University
Ordained minister and board member of
Community Christian Academy

Heidi Summers

M.Div., The King’s University
D.Min., Fuller Theological Seminary
Teaching Assistant and Mentor at Fuller
Theological Seminary
Founder of Deep Waters Counseling and
Coaching

Sandra Woodson

Ph.D. in Online Instructional Design,
Capella University
Associate Dean of Online Instruction at
William Jessup University

Faculty

**Administrative & Full Time
Faculty**

Amanda Dempster, Dean of BA Programs

B.A. in Sociology & Anthropology, St. Mary's College of Maryland
 Graduate Certificate in Ministry Practice, Shiloh University
 M.Div., Shiloh University
 Teaches: Word Religions and Cultural Anthropology

Igal German, Jewish Foundations of Christianity

B.A. in Biblical Literature and Judaica and M.A. in Biblical Literature and Semitics, University of Haifa, Haifa, Israel
 Ph.D. in Hebrew Bible & Old Testament, University of St. Michael's College, Toronto, Canada
 Teaches: Jewish Foundations and Biblical Studies

Mark Glenn, Vice President of Academics, Dean of Doctor of Ministry

B.A. in Theology and Bible, Southeastern University
 M.B.A., Indiana Wesleyan University
 M.Ed., Northwest Nazarene University
 M.Div., D.Min., The King's University
 Teaches: Theology and Ministry

Stephanie Penniman, Writing Center Director

B.A. in English, California State University, Northridge
 M.A. in Mathematics Education, California State University, Northridge

Dennis Sheridan, Dean of Education Programs

B.A. Louisiana Tech University
 M.Ed. Education Administration and Supervision, Louisiana State University
 M.R.E., Southwestern Baptist Theological Seminary
 Ed.D., Foundations of Christian Education, Southwestern Baptist Theological Seminary
 Ph.D., Higher Education and Organizational Change, University of California, Los Angeles
 Teaches: Education

Steven Todd, Dean of MA Seminary Programs

B.A. Psychology, Cal State Northridge
 M.A. (M.Div. Equivalent), Fuller Theological Seminary
 D.Miss., New Geneva Theological Seminary
 Teaches: Ministry

Adjunct Faculty**Marty Folsom**

B.A. in Youth Ministry, Northwest University
 Th.B. in Theology, Northwest University
 M.A. in Biblical Literature, Assemblies of God Theological Seminary
 M.A. in Theology, Fuller Theological Seminary
 Ph.D. in Theology, University of Otago, Dunedin, New Zealand
 Post-doctorate studies, Regent College, Vancouver, B.C.
 Teaches: Theology and Ministry

Phil Forbes

M.B.A., Phoenix University
Graduate Certificate in Biblical
Languages, Shiloh University
M.Div., Shiloh University
Th.M., South Africa Theological
Seminary
Teaches: Biblical Languages, Ministry
Practice

James P. Girdlestone

B.A. in Christian Ministry, The Master's
College
M.Div., D.Min., The King's University
Teaches: Theology and Ministry

Craig Gruenberg

B.M. in Music Education, University of
Michigan
Master of Music Composition,
California State University, Northridge
Teaches: Music Theory

Daniel Oliveira

B.S. in Veterinary Medicine, Federal
University of Fluminense, Brazil
Graduate Certificate in Ministry
Practice, Shiloh University
M.Div., Shiloh University
Teaches: Ministry Practice

Wesley M. Pinkham

B.A. in Philosophy and Biblical
Literature, Seattle Pacific University
M.A. in Educational Ministries,
Wheaton College
M.Div., Trinity Evangelical Divinity
School
Th.M., Trinity Evangelical Divinity
School
M.Ed., University of British Columbia
D.Min., McCormick Theological
Seminary
Teaches: Leadership and Conflict
Management

Eric Schwartzbaum

B.A. in Molecular Biology, California
State University, Northridge
M.S. in Electrical Engineering
(Communication Systems), California
State University, Northridge
M.A. in Biblical Studies, The Kings
University
Teaches: Biblical Studies

Marti Scott

B.B.A., Cardinal Stritch University
Graduate Certificate in Ministry
Practice, Shiloh University
M.Div., Shiloh University
Teaches: Business Mentoring and Social
Science

Terry L. Tuinder

B.A. in Bible, New Hope Christian
College
M.Div., D.Min., The King's University
Teaches: Biblical Studies, Ministry

Rabbi Mordechai Weiss

First Rabbinic Degree, Central Yeshiva
Tomchei Thimim Lubavitz, Brooklyn,
New York

B.A. in Hebrew Letters and M.A. in
Hebrew Letters, Yeshiva Gedolah
Rabbinical College, Miami Beach,
Florida

Teaches: Jewish and Biblical Studies

Ana Wood

B.A. in Management, Our Lady of the
Lake University

M.Div., D.Min., The King's University

Teaches: Theology, Biblical Studies,
Ministry, and Research Methods

Kerry Wood

B.A. in Christian Ministry, Southwestern
Assemblies of God University

M.A. in Biblical Literature, Assemblies
of God Theological Seminary

M.Div., D.Min., The King's University

Teaches: Theology and Ministry

SCHOOL OF MINISTRY AND LEADERSHIP

Bachelor of Arts in Christian Ministry: Degree Completion (1 Year)

Introduction

The Bachelor of Arts in Christian Ministry provides a personal foundation for ministry. Through the examination of biblical, historical, and cultural backgrounds and training in interpersonal skills, students are encouraged to use their prior learning and current experience to bring kingdom values to those within their call to ministry. The program's emphasis on the student's call to ministry includes church, work, family, community, and culture.

The **Bachelor of Arts Degree Completion Program** is a baccalaureate degree program structured to meet the educational needs of adult learners. The degree is designed for learners who have already earned some college credit. Shiloh University will accept up to 90 credits of the 120 required for the degree from other sources. Students who receive the full 90 credits may complete the degree in as little as 12 months. The program recognizes the value of life/work experience and affords students the opportunity to receive additional credit through approved credit evaluation and portfolio assessment.

Students must complete a minimum of 30 core program credits through Shiloh University. The program core presents the student with a context for Christian ministry in the church, workplace, or other arenas of the student's calling. The core of the Christian Ministry degree is designed to provide a foundation for applying their previous BA studies in a way that furthers the work of God's kingdom.

Degree Goals

The Bachelor of Arts program is designed to:

- Provide an opportunity to complete a Bachelor of Arts degree.
- Provide students with a personal foundation for ministry.
- Develop research and analytical skills at the undergraduate level.
- Develop communication skills necessary for an effective ministry.
- Assist students in developing a commitment to lifelong learning, growth, and ministry.

Degree Learning Outcomes

Upon successful completion of the Bachelor of Arts in Biblical and Pastoral Studies program, you will be able to:

- Demonstrate the ability to communicate effectively in written documents and when making oral presentations.
- Demonstrate the ability to define problems; use information resources such as libraries and computers, and analyze and integrate knowledge and perspectives.
- Integrate an understanding of historic and global contexts and events with a sensitivity to global problems and social/cultural issues.
- Apply relational attitudes and skills to their unique calling to Christian ministry.

Units Needed

The Bachelor of Arts is a four-year program consisting of 120 units. The 120 units necessary for graduation consist of:

General Education	33 units
Core courses	30 units
Elective courses	57 units
Total courses	120 units

General Education (33 units)

Shiloh University requires that each Undergraduate student has completed a minimum of 33 units of general education courses. General education courses are broad in their focus and emphasize skills and principles not associated with a particular profession or field of study. They contribute to preparing students for a breadth of degree programs or careers by ensuring that students gain core competencies that include (1) communication skills; (2) critical thinking skills; (3) information literacy; and (4) fundamental mathematical, science, and technological skills.

Students must have completed general education courses in the following areas of study:

- Communication – English Composition (6 units)
- Communication – Speech (3 units)
- History and Cultures (6 units)
- Humanities (6 units)
- Mathematics or Computer Skills (3 units)

- Natural Science (3 units)
- Social Science (6 units)

Core Courses (30 units)

The required core courses for the Christian Ministry degree completion program are designed to provide a context for Christian ministry in the church, workplace, or other arenas of the student's calling. These courses present (1) biblical and historical contexts for ministry, (2) cultural contexts for ministry, and (3) foundations for ministry. Students should be able to apply principles studied to their prior learning and vocation.

Elective Courses (57 units)

Students transferring in the maximum of 90 units will have part of their transfer credits applied to electives.

Graduation Requirements

To graduate with the Bachelor of Arts degree in Biblical and Pastoral Studies the student will:

- Have completed the minimum required general education requirement.
- Complete the minimum number of units required.
- Successfully complete all required core courses in the degree program.
- Earn a minimum cumulative grade point average of 2.0.
- Fulfill any outstanding school financial obligations.

Bachelor of Arts in Christian Ministry: Degree Completion – 30 Units Required Core Courses

Biblical and Historical Contexts for Ministry

OT 301 – Introduction to the Old Testament

NT 301 – Introduction to the New Testament

CH 301 – Survey of Church History

Cultural Contexts for Ministry

HI 220 – World Religions

SS 205 – Cultural Anthropology

Foundations for Ministry

MT 301 – Spiritual Formation

MT 309 – Missions and Evangelism

SS 202 – Principles of Interpersonal Relationships

BS 313 – Coaching and Mentoring for Business

GS 251 – Your Christian Vocation

Total Required Courses – 30 Units

Total for the BA Completion Program - 120 Units

Bachelor of Arts in Christian Ministry: Degree Completion (2 Years)

Introduction

The Bachelor of Arts in Christian Ministry provides a personal foundation for ministry. Through the examination of biblical, historical, and cultural backgrounds and training in interpersonal skills, students are encouraged to use their prior learning and current experience to bring kingdom values to those within their call to ministry. The program's emphasis on the student's call to ministry includes church, work, family, community, and culture.

The **Bachelor of Arts Degree Completion Program** is a baccalaureate degree program structured to meet the educational needs of adult learners. The degree is designed for adult learners who have completed the first two years (60 units) of an undergraduate degree. The program recognizes the value of life/work experience and affords students the opportunity to receive additional credit through approved credit evaluation and portfolio assessment.

Students must complete a minimum of 30 core program credits through Shiloh University. The program core presents the student with a context for Christian ministry in the church, workplace, or other arenas of the student's calling. The core of the Christian Ministry degree is designed to provide a foundation for applying their Bachelor of Arts studies in a way that furthers the work of God's kingdom.

In addition to the program core, courses in the area of bible, theology, and ministry practice will be assigned to complete the 60-unit program requirement.

Degree Goals

The Bachelor of Arts program is designed to:

- Provide an opportunity to complete a Bachelor of Arts degree.
- Provide students with a personal foundation for ministry.
- Develop research and analytical skills at the undergraduate level.
- Develop communication skills necessary for an effective ministry.
- Assist students in developing a commitment to lifelong learning, growth, and ministry.

Degree Learning Outcomes

Upon successful completion of the Bachelor of Arts in Biblical and Pastoral Studies program, you will be able to:

- Demonstrate the ability to communicate effectively in written documents and when making oral presentations.
- Demonstrate the ability to define problems; to use information resources such as libraries and computers, and analyze and integrate knowledge and perspectives.
- Integrate an understanding of historic and global contexts and events with a sensitivity to global problems and social/cultural issues.
- Apply relational attitudes and skills to their unique calling to Christian ministry.

Units Needed

The Bachelor of Arts is a four-year program consisting of 120 units. The 120 units necessary for graduation consist of:

General education	33 units
Core courses	30 units
Additional assigned	30 units
Elective courses	27 units
Total courses	120 units

General Education (33 units)

Shiloh University requires that each Undergraduate student has completed a minimum of 33 units of general education courses. General education courses are broad in their focus and emphasize skills and principles not associated with a particular profession or field of study. They contribute to preparing students for a breadth of degree programs or careers by ensuring that students gain core competencies that include (1) communication skills; (2) critical thinking skills; (3) information literacy; and (4) fundamental mathematical, science, and technological skills.

Students must have completed general education courses in the following areas of study:

- Communication – English Composition (6 units)
- Communication – Speech (3 units)
- History and Cultures (6 units)
- Humanities (6 units)
- Mathematics or Computer Skills (3 units)
- Natural Science (3 units)
- Social Science (6 units)

Core Courses (30 units)

The required core courses for the Christian Ministry degree completion program are designed to provide a context for Christian ministry in the church, workplace, or other arenas of the student's calling. These courses present (1) biblical and historical contexts for ministry, (2) cultural contexts for ministry, and (3) foundations for ministry. Students should be able to apply principles studied to their prior learning and vocation.

Additional Assigned Courses (30 units)

Additional courses are assigned from the current catalog in the areas of Bible, theology, and ministry practice.

Elective Courses (27 units)

Students transferring in 60 units will have part of their transfer credits applied to electives.

Graduation Requirements

To graduate with the Bachelor of Arts degree in Christian Ministry the student will:

- Have completed the minimum required general education requirement.
- Complete the minimum number of units required.
- Successfully complete all required core courses in the degree program.
- Earn a minimum cumulative grade point average of 2.0.
- Fulfill any outstanding school financial obligations.

Bachelor of Arts in Christian Ministry: Degree Completion – 60 Units**Required Core Courses**

Biblical and Historical Contexts for Ministry

OT 301 – Introduction to the Old Testament

NT 301 – Introduction to the New Testament

CH 301 – Survey of Church History

Cultural Contexts for Ministry

HI 220 – World Religions

SS 205 – Cultural Anthropology

Foundations for Ministry

MT 301 – Spiritual Formation

MT 309 – Missions and Evangelism

SS 202 – Principles of Interpersonal Relationships

BS 313 – Coaching and Mentoring for Business

GS 251 – Your Christian Vocation

Total Required Courses - 30 Units**Additional Assigned Courses ****

HU 211 – Reading the Bible

MT 305 - Introduction to Biblical Interpretation

NT 313 - Jewish Background of the Parables

NT 404 – The Gospels / The Life of Christ

OT 302 – Historical Geography of Israel

CH 304 – Spiritual Outpouring and Revival

MT 310 – Divine Healing and Miracles

MT 311 – Principles of Spiritual Care

MT 412 – Biblical Curriculum Development

PL 401 – Foundations of Liturgy

PL 410 – Stewardship and Administration

TH 301 – Theology 1

TH 302 – Theology 2

Total Additional Courses - 30 Units**Total BA Completion Program – 60 Units**

All courses are 3 units except as otherwise noted.

** Note that additional assigned course selections will be determined on a cohort basis.

**Master of Arts Degree in Practical Ministry (MAPM)
–Core and Emphasis****Introduction**

The Master of Arts in Practical Ministry (MAPM) degree provides the student with a practical approach to the application of Scripture and theology across various ministry disciplines. Emphasis is placed on the basic knowledge and skills necessary to engage in effective study, teaching, or pastoral care.

This Master of Arts degree is appropriate for lay ministers and full-time ministers. There are two possible tracks, one for study and teaching, and the other for the work of pastoral care or chaplaincy. The program may also provide an academic foundation for further graduate training, ministry credentials, or for transitioning from lay to professional ministry.

Core Program Goals

The Master of Arts program is designed to:

- Provide students with a biblical and theological foundation for ministry.

- Develop research and analytical skills for ongoing biblical and theological studies.
- Develop communication skills necessary for the ministry.
- Develop a commitment to lifelong learning, growth, and ministry.

Core Program Learning Outcomes

Upon successful completion of the Master of Arts degree program, students will be able to:

- Apply the biblical and theological foundations for ministry into their chosen area of service and leadership.
- Understand and practice disciplines to develop spiritual character.
- Utilize research methods to study and apply Christian truths in lay or full-time ministry settings.

Program Emphasis

The MAPM program offers two tracks or emphases:

1. Jewish Foundations of the New Testament (36 units)
2. Care of Souls (36 units)

Both emphases share the same core curriculum of seven courses; five additional courses are specific to each emphasis.

Units Needed

The Master of Arts degree is a two-year program consisting of 36 units (semester hours). Upon completion of the Master of Arts in Practical Ministry coursework, you will complete a Written Comprehensive Exam.

Graduation Requirements

To graduate with the Master of Arts degree in Practical Ministry the student will:

- Complete the minimum number of units required.
- Successfully complete all courses in the degree program.
- Complete and pass the written comprehensive exam.
- Earn a minimum cumulative grade point average of 3.0.
- Fulfill any outstanding school financial obligations.

MAPM – Jewish Foundations of the New Testament

Introduction

The MAPM study track in Jewish Foundations of the New Testament is designed to give the student an understanding of the biblical and cultural backgrounds of Jesus, His disciples, and the early New Testament church.

Emphasis Program Learning Outcomes

Upon completion of the program, graduates should be able to:

- Analyze the New Testament writings in light of their authorship, audience, and their historical/cultural backgrounds.
- Understand and describe the Jewish foundations of Christianity.
- Apply the theological, cultural, and devotional understanding of the New Testament to life and the practice of ministry.

Required Courses

Core Courses (21 units)

GS 501 – Theological Research and Writing
MT 501 – Spiritual Formation
MT 505 – Introduction to Biblical Interpretation
NT 501 – Introduction to the New Testament
OT 501 – Introduction to the Old Testament
TH 501 – Theology 1
TH 502 – Theology 2

Jewish Foundations of the New Testament (15 units)

JS 501 – Exploring Jewish Prayer, Practices, and Thought
JS 503 – Jewish Foundations of Christianity
JS 511 – Second Temple Judaism
NT 513 – Jewish Background of the Parables
OT 502 – Historical Geography of Israel

Total for the program - 36 Units

Upon completion of the Master of Arts in Practical Ministry coursework, the student will complete a Written Comprehensive Exam.

MAPM – Care of Souls

Introduction

The MAPM study track in the Care of Souls is designed to assist the student in deepening their understanding and skills in the biblical care of souls.

Emphasis Program Learning Outcomes

Upon completion of the program, graduates should be able to:

- Apply the principles of pastoral care, biblical counseling, and crisis counseling to various ministry settings.
- Exhibit the character of Christ in caring for those needing pastoral or chaplaincy care.

Required Courses

Core Courses (21 units)

GS 501 – Theological Research and Writing
MT 501 – Spiritual Formation
MT 505 – Introduction to Biblical Interpretation
NT 501 – Introduction to the New Testament
OT 501 – Introduction to the Old Testament
TH 501 – Theology 1
TH 502 – Theology 2

Pastoral Care and Chaplaincy (15 units)

MT 511 – Principles of Spiritual Care
MT 513 – Practical Crisis Counseling
MT 514 – Pastoral Counseling for Recovery and Restoration
MT 523 – Ministry of Healing and Reconciliation
MT 526 – Christian Counseling Ethics

Total for the program - 36 Units

Upon completion of the Master of Arts in Practical Ministry coursework, the student will complete a Written Comprehensive Exam.

Master of Divinity

Introduction

Shiloh University's Master of Divinity degree provides professional and theological graduate training designed to equip the participant for the continued study, application, and ministering of God's Word. The curriculum concentrates on the biblical basis for ministry practices, allowing for ministry formation in concert with the participant's home church beliefs, and making room for the Holy Spirit to teach and minister in the participant's life. Additional emphasis is placed on the knowledge and skills necessary to lead, teach, or minister in a church or parachurch setting.

The Master of Divinity degree is a first professional degree focused on providing a balance of biblical, theological, and ministerial disciplines for the training and equipping of Christian ministries. It is regarded as a preparatory degree for professional ministry leadership and a prerequisite degree for Doctor of Ministry programs.

Degree Goals

The Master of Divinity degree program is designed to:

- Provide a biblical, theological, historical, practical, and personal foundation for ministry from a Spirit-filled perspective.
- Develop research and analytical skills at the graduate level necessary for the ministry and for ongoing biblical studies.
- Foster the integration of biblical, theological, and ministry skills.
- Develop interpersonal communication skills necessary for the ministry.
- Develop a commitment to lifelong learning, growth, and ministry.

Degree Learning Outcomes

Upon successful completion of the Master of Divinity program, you will be able to:

- Demonstrate proficiency in the authorship, literary and historical background, structure, and themes of the books of the Bible.
- Apply the study of church history and theology to the practice of ministry.
- Perform graduate-level research and writing.
- Demonstrate the ability to interpret and properly apply biblical texts using sound hermeneutical principles and exegetical methods.
- Communicate Scripture and theology with clarity and conviction.
- Demonstrate competency in Christian ministry.
- Exhibit the character of a teachable, servant-oriented leader.

- Serve in a pastoral or other ministry roles, and teach in a church, church institute, or Bible college.

Units Needed

The Master of Divinity degree is a four-year program consisting of 74 units.

Graduation Requirements

To graduate with the Master of Divinity degree the student will:

- Complete the minimum number of units required.
- Successfully complete all courses in the degree program.
- Earn a minimum cumulative grade point average of 3.0.
- Fulfill any outstanding school financial obligations.

Ministry Experience

Practical ministry experience and personal devotion are vital elements of an effective ministry program. As a first professional degree, the Master of Divinity degree requires students to document 400 hours of ministry experience, 300 hours in supervised ministry during the first two years of study, and 100 hours of close mentoring as part of their final Mentored Ministry course. Students may complete these requirements at a location of their choice.

Master of Divinity – Traditional Track Required Courses

Biblical Studies (29 units)

BL 501 / 502 - Biblical Hebrew (8 units) OR
BL 503 / 504 - Biblical Greek (8 units)
MT 505 – Introduction to Biblical Interpretation
MT 507 – Biblical Hermeneutics
NT 501 - Introduction to the New Testament
OT 501 - Introduction to the Old Testament
OT 502 - Historical Geography of Israel
NT 504 - The Gospels / The Life of Christ
NT 513 - Jewish Background of the Parables

Church History and Theology (15 units)

CH 501 - Survey of Church History
CH 504 - Spiritual Outpourings and Revival
JS 503 - Jewish Foundations of Christianity
TH 501 - Theology 1

TH 502 - Theology 2

Theology Research Skills (3 units)

GS 501 - Theological Research and Writing

Ministry Practices (27 units)

MM 501 - Mentored Ministry
MT 501 - Spiritual Formation
MT 506 - Homiletics
MT 509 - Missions and Evangelism
MT 511 - Principles of Spiritual Care
MT 512 – Biblical Curriculum Development
PL 501 - Foundations of Liturgy
PL 505 - Relational Church Planting and Growth
PL 510 - Stewardship and Administration

Total for the program - 74 Units

All courses are 3 units except as otherwise noted

Master of Divinity – Care of Souls Track

Introduction

The Master of Divinity soul care track will provide broad-based biblical, theological, and pastoral training for students who are called to a ministry of assisting those facing difficult life challenges. Students are encouraged to participate in and apply Clinical Pastoral Education (CPE) toward their degree program requirements. The pastoral care and chaplaincy track will equip students to make an immediate impact.

The Master of Divinity degree is a first professional degree focused on providing a balance of biblical, theological, and ministerial disciplines for the training and equipping of Christian ministries. It is regarded as a preparatory degree for professional ministry leadership and a prerequisite degree for Doctor of Ministry programs.

Degree Goals

The Master of Divinity degree program is designed to:

- Provide a foundation for pastoral care and chaplaincy work.
- Develop research and analytical skills at the graduate level necessary for the ongoing practice of ministry.
- Foster the integration of biblical, theological, and ministry skills.
- Develop interpersonal communication skills necessary for the ministry.
- Develop a commitment to lifelong learning, growth, and ministry.

Degree Learning Outcomes

Upon successful completion of the Master of Divinity program, you will be able to:

- Integrate the foundations of biblical study, church history, and theology into the practice of ministry.
- Apply the principles of pastoral care, biblical counseling, and crisis counseling to various ministry settings.
- Perform graduate-level research and writing.
- Exhibit the character of Christ in caring for those needing pastoral or chaplaincy care.
- Serve in a pastoral or chaplaincy role, and teach in a church, church institute, or Bible college.

Units Needed

The Master of Divinity degree is a four-year program consisting of 72 units.

Graduation Requirements

To graduate with the Master of Divinity degree the student will:

- Complete the minimum number of units required.
- Successfully complete all courses in the degree program.
- Earn a minimum cumulative grade point average of 3.0.
- Fulfill any outstanding school financial obligations.

Ministry Experience

Practical ministry experience and personal devotion are vital elements of an effective ministry program. As a first professional degree, the Master of Divinity degree requires students to document 400 hours of ministry experience, 300 hours in supervised ministry during the first two years of study, and 100 hours of close mentoring as part of their final Mentored Ministry course. Students may complete these requirements at a location of their choice.

Chaplaincy Education Credit

Students looking to become a board-certified chaplain can combine Clinical Pastoral Education (CPE) with Shiloh University's Master of Divinity program to streamline chaplaincy career preparation.

- For CPE completed prior to enrolling in the Master of Divinity program the University may accept up to two CPE credits toward program requirements including the 300 hours Supervised Ministry requirement and three units of elective credit. CPE credit applied toward these requirements must be no more than three years old and ten years old, respectively.
- For CPE credits taken while enrolled in the Master of Divinity program, the University may accept up to three CPE credits toward program requirements including the 300 hours of Supervised Ministry requirement, Mentored Ministry course, and three units of elective credit.

While prior-earned CPE credit and concurrently earned CPE are both considered, no more than three CPE credits will be considered for transfer. Acceptance of CPE credit is subject to the University's transfer credit policy.

Master of Divinity – Care of Souls Track

Biblical Studies (15 units)

MT 505 – Introduction to Biblical Interpretation
NT 501 – Introduction to the New Testament
OT 501 – Introduction to the Old Testament
NT 504 – The Gospels / The Life of Christ
NT 513 – Jewish Background of the Parables

Church History and Theology (15 units)

CH 501 – Survey of Church History
CH 504 – Spiritual Outpourings and Revival
JS 503 – Jewish Foundations of Christianity
TH 501 – Theology 1
TH 502 – Theology 2

Theology Research Skills (3 units)

GS 501 – Theological Research and Writing

Ministry Practices (39 units)

MM 501 – Mentored Ministry
MT 501 – Spiritual Formation
MT 506 – Homiletics
MT 509 – Missions and Evangelism
MT 510 – Divine Healing and Miracles
MT 511 – Principles of Spiritual Care
MT 512 – Biblical Curriculum Development
MT 513 – Practical Crisis Counseling
MT 514 – Pastoral Counseling for Recovery and
Restoration
MT 526 – Christian Counseling Ethics
PL 501 – Foundations of Liturgy
PL 505 – Relational Church Planting and Growth
PL 590 – Clinical Pastoral Education

Total for the program - 72 Units

Doctor of Ministry in Relational Leadership

Introduction

The Doctor of Ministry in Relational Leadership is a practice-oriented professional degree for pastors and ministry leaders that cultivates a “way of being” for spiritual formation. The program emphasizes relational ministry development. It is designed to facilitate spiritual renewal and to stimulate increasingly effective ministry in the Church and contemporary world.

Participants are challenged to refine and enhance their ministerial skills. Starting with a solid theological foundation, participants build a relational approach to ministry leadership that focuses on being rather than on doing. Practical applications of a relational paradigm to ministry and leadership are explored throughout the program and in the professional ministry research project.

In addition, participants analyze, reflect, discuss, and implement practical ministry initiatives through interaction with a cohort and faculty mentors.

Degree Aims

The Doctor of Ministry program is designed to provide its participants with:

- An opportunity for spiritual renewal and advancement.
- An advanced understanding and integration of ministry in relation to biblical, historical-theological, and pastoral disciplines.
- A relational view of ministry and supporting theology and practice.
- Skills and competencies required for the practice of ministry at its most mature and effective level.

Degree Learning Outcomes

Upon successful completion of the Doctor of Ministry program, a candidate will be able to:

- Formulate a philosophy of identity formation and renewal for ministry.
- Formulate a practice and theology of ministry that focuses on being rather than merely doing.
- Develop a philosophy of leadership that informs the practice of ministry.
- Develop an interpersonal approach to ministry through critical thinking, prayerful reflection, and application.
- Utilize biblical and theological resources skillfully to inform ministry life and practice.
- Conduct applied research of professional doctoral-level breadth and depth within one’s chosen area of ministry.

- Make a professional, informed contribution to the understanding and practice of ministry through the completion of a doctoral-level project.

Units Needed

The Doctor of Ministry degree in Relational Leadership consists of 36 units. It includes the completion of nine seminars (courses) and two research clinics. Finally, candidates specialize by designing, implementing, and writing a field-based ministry research project related to their current ministry.

All seminars are offered in an online format without residency requirements. The program is a minimum of 2 years in length and must be completed within five years. See the Admissions section regarding the transfer of credits toward degree requirements.

Graduation Requirements

To graduate as a Doctor of Ministry in Relational Leadership the participant will:

- Complete the minimum number of units required.
- Complete all seminars in the degree program with a C- (1.67 GPA) or better.
- Complete a professional ministry research project and earn a passing grade in the written project and oral defense.
- Complete and earn a passing grade in the comprehensive written examination.
- Earn a minimum cumulative grade point average of 3.0.
- Fulfill any outstanding school financial obligations.

See the Doctor of Ministry Handbook for additional information.

Doctor of Ministry in Relational Leadership Required Courses

DM 791 - Research Clinic 1
DM 701 - Identity Formation
DM 711 - Relational Theology
DM 761 - Spiritual and Personal Formation
DM 751 - Contemporary Trends in Worship
DM 722 – Missional Leadership
DM 721 – Communicating Across Cultures
DM 756 - Creative Conflict Management
DM 766 - The Pastor as a Change Agent
DM 723 - Ministry of Healing and Reconciliation
DM 792 - Research Clinic 2
DM 796 - Ministry Research Project

Total for the program - 36 Units

Professional Ministry Research Project

The Professional Ministry Research Project involves a biblical-theological base, a review of related literature, solid research, responsible use of resources, and appropriate methodologies. The final report of the research project is to number between 200 and 250 pages (including appendices). The project will include an oral presentation (in-person or through other means) and evaluation. See the Doctor of Ministry Handbook for more information about project selection, development, and defense.

Written Comprehensive Exam

This integrative examination is designed for the student to demonstrate a comprehensive understanding of the subjects studied in the degree program.

Personal and Professional Development

Shiloh University offers many of its courses for personal and professional development. These classes are excellent for those looking for an opportunity to be enriched personally and to expand their ministry skills without having to take courses at a degree level.

Personal and professional development includes most of the same course materials as the degree programs, but courses are offered on a credit/no credit basis and do not require the level of writing and scholarship demanded by the degree programs. Course work typically includes readings, lecture materials, participation in online class discussions, and a written assignment.

No final grades are given beyond credit/no credit. Credit is awarded only if a student earns a cumulative total of 60% or more of the available points in the course. No specific test or assignment is required for credit to be earned. Credit earned is not transferable academic credit; it cannot be applied to a Shiloh University degree program, certificate program, or transferred to another institution.

The recommended time for an eight-week 3-unit course is estimated at 10 to 12 hours per week.

Note: Shiloh University will award certificates of completion for personal and professional development students who earn credit as defined above.

C. PETER WAGNER SCHOOL OF MINISTRY

Masters in Apostolic Leadership

Introduction

The Masters in Apostolic Leadership Program prepares students for competent apostolic leadership in their cultural sphere of influence. The program is designed to give students a pragmatic biblical and theological foundation for the reemergence of apostles and prophets, the establishment of the five-fold ministry, and the importance of the seven-mountain mandate in advancing the Kingdom of God. The program engages students in the use of biblically-based tools such as healing, deliverance, and spiritual warfare. The program also provides a practical foundation in such areas as church planting, missiology, church and nonprofit law, and administration.

The program builds upon the student's own experience and mentoring, providing them with rigorous guided online study in a cohort format. With an advanced online learning system and a well-designed course structure, students will gain relevant knowledge, explore best practices, and discuss with peers foundational perspectives for ministry and leadership development.

Program Goals

The goals of the Masters in Apostolic Leadership program are:

- To present a biblical and practical foundation for church and organizational leadership through Christ's 5-fold ascension gifts (Eph. 4:11-12).
- To hone the student's skills in biblically-based organizational leadership, the practice of ministry, and in revival and reformation that leads to cultural transformation.
- To empower leaders who ignite transformation in their cultural sphere of influence.

Program Learning Outcomes

Upon completion of the program, students will be able to:

- Practice leading from a biblical-Apostolic model of ministry.
- Develop and defend five-fold (Eph. 4:11-2) ministry as a model for church leadership.
- Develop a ministry strategy for the Great Commission's impact upon culture.
- Articulate the role of healing and deliverance as critical tools for waging spiritual warfare.

- Analyze current models of church growth to develop new models of church growth.
- Integrate program content, biblical research, and prior learning to develop an applied ministry thesis as a foundation for the student's area of ministry.

Units Needed

The Master's degree is a two-year program consisting of 36 units (semester hours).

Graduation Requirements

To graduate with the Masters in Apostolic Leadership the student will:

- Complete the minimum number of units required.
- Successfully complete all courses in the degree program.
- Complete and pass the Applied Ministry Thesis.
- Earn a minimum cumulative grade point average of 3.0.
- Fulfill any outstanding school financial obligations.
- Verified active mentorship during the degree program.

Masters in Apostolic Leadership Required Courses (in prescribed sequence)

PL 523 – Apostolic Leadership
PL 526 – Five-Fold Ministry Empowerment
PL 529 – Prophetic Leadership
MT 520 – Healing and Deliverance
TH 520 – Kingdom Theology and Seven Mountain Mandate
MT 509 – Missions and Evangelism
PL 505 – Relational Church
PL 510 – Stewardship and Administration
PL 512 – Church and Nonprofit Law
CH 504 – Spiritual Outpourings and Revival
GS 520 – Applied Ministry Thesis 1
GS 521 – Applied Ministry Thesis 2

Total for the program - 36 Units

All courses are 3 units.

Masters in Healing and Spiritual Care

Introduction

The Masters in Healing and Spiritual Care offers a practical and theologically grounded program for anyone desiring to expand their healing ministry training. In this practical hands-on program, students will gain a thorough foundation of applied theology, with scriptural, historical, and present-day contexts for effective Christian holistic healing. The program covers four aspects of biblical healing, physical healing, deliverance ministry, inner healing, and pastoral counseling.

This non-licensure program is intended for those desiring to advance their knowledge and skills as pastors, assistant pastors, church leaders, evangelists, missionaries, and those who wish to establish a deliverance ministry in their church or as an independent parachurch ministry.

Program Goals

The goals of the Masters in Healing and Spiritual Care program are:

- Provide a solid biblical theology for the authority, ministry, and practice of deliverance, spiritual warfare, and all levels of healing.
- Equip leaders with the understanding and spiritual tools necessary to become effective healing and deliverance ministers.
- Provide balanced acceptable healing and deliverance processes that are scripturally based, focused on love, honor, and compassion, and that recognize the full worth of the person seeking healing.
- Encourage establishing healing ministry teams in local churches, parachurch settings, or missional contexts.
- Equip leaders to grow healthy, holistic healing ministry communities.

Program Learning Outcomes

Upon completion of the program, students will be able to:

- Articulate the biblical-theological basis for healing, deliverance, and spiritual care
- Incorporate the biblical and ethical qualities in a personal ministry setting
- Apply a scripture-based ministry of healing and deliverance
- Create a plan for the ministry of spiritual care
- Integrate program content, biblical research, and prior learning to develop an applied ministry thesis as a foundation for the student's area of ministry

Units Needed

The Master's degree is a two-year program consisting of 36 units (semester hours).

Graduation Requirements

To graduate with the Masters in Healing and Spiritual Care the student will:

- Complete the minimum number of units required.
- Successfully complete all courses in the degree program.
- Complete and pass the Applied Ministry Thesis.
- Earn a minimum cumulative grade point average of 3.0.
- Fulfill any outstanding school financial obligations.
- Verified active mentorship during the degree program.

**Masters in Healing and Spiritual Care
Required Courses (in prescribed sequence)**

PL 530 – Apostolic Authority

CH 504 – Spiritual Outpourings and Revivals

MT 511 – Principles of Spiritual Care

MT 530 – Healing Ministry 1

MT 531 – Healing Ministry 2

MT 533 – Spiritual Warfare and Deliverance

MT 523 – Ministry of Healing and Reconciliation

MT 514 – Pastoral Counseling for Recovery and Restoration

MT 513 – Practical Crisis Counseling

MT 526 – Christian Counseling Ethics

GS 520 – Applied Ministry Thesis 1

GS 521 – Applied Ministry Thesis 2

Total for the program - 36 Units

All courses are 3 units.

Masters in Women's Leadership

Introduction

The Masters in Women's Leadership Program is designed to enlarge the personal and professional capacities of its participants, leveraging their God-given strengths, enhancing their influence, and facilitating the development of lasting relationships with women from diverse backgrounds. Through study, discussion, and application, students receive a foundation for advancing revival, reformation, and cultural transformation.

The Master's in Women Leadership is designed by women for women at all levels of leadership: those who are ready to assume leadership, those who are relatively new to leadership, and those who are long-serving leaders. Among its goals are to enable and mobilize women around the globe to advance the Christ's Kingdom across the seven mountains of society.

Program Goals

The goals of the Masters in Women's Leadership program are:

- Increase the student's ability to influence and impact society.
- Enlarge personal professional capacity to exercise leadership.
- Integrate the student's authentic identity with leadership practices.
- Develop the student's ability to collaborate in ways that encourage creative solutions.
- Leverage students' participation in the program to develop long-lasting relationships.
- Stir the student's passion for mentoring other women leaders.

Program Learning Outcomes

Upon completion of the program, students will be able to:

- Distinguish between current and future leadership practices for women, based upon the scriptural basis for women in leadership as well as current global trends in cultural leadership.
- Apply solutions to overcome unique barriers and hindrances faced by women.
- Demonstrate the ability to communicate how the student's authentic identity and kingdom authority connects with effective leadership.
- Incorporate the care of souls into the practice of leadership.
- Integrate program content, biblical research, and prior learning to develop an applied ministry thesis as a foundation for implementing a comprehensive strategy for leadership in the student's unique setting.

Units Needed

The Master's degree is a two-year program consisting of 36 units (semester hours).

Graduation Requirements

To graduate with the Masters in Women's Leadership the student will:

- Complete the minimum number of units required.
- Successfully complete all courses in the degree program.
- Complete and pass the Applied Ministry Thesis.
- Earn a minimum cumulative grade point average of 3.0.
- Fulfill any outstanding school financial obligations.
- Verified active mentorship during the degree program.

Masters in Women's Leadership Required Courses (in prescribed sequence)

TH 520 – Kingdom Theology and 7 Mountain Mandate

TH 522 – Theology of Women

CH 504 – Spiritual Outpourings and Revivals

PL 532 – Leading from Authentic Identity

PL 526 – Five-fold Ministry Leadership

MT 540 – Global Trends and Kingdom Movement

MT 511 – Principles of Spiritual Care

MT 513 – Practical Crisis Counseling

MT 538 – Mothers on the Frontline

MT 536 – A New Era for Apostolic and Prophetic Women

GS 520 – Applied Ministry Thesis 1

GS 521 – Applied Ministry Thesis 2

Total for the program - 36 Units

All courses are 3 units.

SCHOOL OF EDUCATION

Master of Education – Program Core and Emphasis

Introduction

The Master of Education (M.Ed.) program at Shiloh University is designed to propel dedicated educators to higher levels of professional and personal development by deepening commitment to Christian values, enhancing professional skills, and creating a culture of thriving.

Program Values

The program rests upon a foundation of core values, rooted in a humanitarian philosophy that reflects the wisdom of the world's great religious and philosophical traditions:

- To honor the sanctity of every human being and to treat everybody, without exception, with absolute justice, equity, and respect.
- To refrain consistently and empathically from inflicting pain on others and to restore compassion to the center of morality.
- To value the unique gifts and abilities of every student and educator in our educational settings so as to create and sustain a culture of thriving.
- To act courageously and creatively in challenging systems of oppression that may exist within our organizational cultures.
- To embrace innovation, reform, entrepreneurship, and creativity in devising new solutions for the educational problems we face.

Core Program Learning Outcomes

Upon completion of the program, graduates should be able to:

- Describe how their personal and cultural values have been disrupted and transformed to better align with the goals of student thriving and success.
- Apply the philosophical foundations of education into their unique cultural contexts.
- Transform their educational environments through effective instructional design, pedagogy, leadership, and technological innovation.
- Contribute to knowledge creation and the development of theory by applying an action research model to their work as practitioners/scholars.
- Improve the quality of educational organizations and systems by “leading up” and effecting change in their spheres of influence.

Program Emphasis

The M.Ed. program offers two tracks or emphases:

- Instructional Design and Technology (30 units)
- Educational Leadership (30 units)

Both emphases share the same core curriculum of five courses; five additional courses are specific to each emphasis.

Units Needed

The Master of Education degree is a two-year program consisting of 30 units (semester hours).

Graduation Requirements

To graduate with the Master of Education the student will:

- Complete the minimum number of units required.
- Successfully complete all courses in the degree program.
- Complete and pass the Capstone project.
- Earn a minimum cumulative grade point average of 3.0.
- Fulfill any outstanding school financial obligations.

Master of Education – Emphasis in Instructional Design and Technology

Introduction

The M.Ed. program in instructional design and technology is designed to assist experienced educators in becoming leaders of new and innovative technology-driven instructional methods in a variety of educational settings.

Emphasis Program Learning Outcomes

Upon completion of the program, graduates should be able to:

- Implement multiple digital communication tools and web-based resources in educational environments.
- Evaluate the effectiveness of technology-embedded instruction and online learning in educational environments.
- Critically examine emerging trends in instructional design and technology.
- Use effective instructional design principles to create learning environments in which students can thrive.
- Implement an innovative digital learning project that reflects the core values of the program.

Required Courses

Core Courses (15 units)

EDU 501 - Philosophical Foundations of Education
EDU 502 - Learning Theory and 21st Century Learners
EDU 503 - Compassion, Thriving, and the Ethic of Care
EDU 504 - Leading Change in Education
EDU 505 - Introduction to Practice-Based Research

Instructional Design and Technology (15 units)

EDU 510 - Foundations of Educational Technology
EDU 511 - Digital Communications
EDU 512 - Instructional Design and Development
EDU 513 - Emerging Trends in Technology
EDU 514 - Capstone Project in Instructional Design and Technology

Total for the program - 30 Units

Master of Education – Emphasis in Educational Leadership

Introduction

The M.Ed. program in educational leadership is designed to assist educational leaders in deepening their skills in analyzing, developing, and influencing the practices and structures of teaching, schools and organizations, and educational systems.

Emphasis Program Learning Outcomes

Upon completion of the program, graduates should be able to:

- Critically evaluate trends in the constantly changing nature of education and society.
- Work ethically towards more socially just and compassionate educational policies.
- Use effective leadership principles to create learning environments in which both students and teachers can thrive.
- Identify and pursue opportunities for educational innovation through an interdisciplinary approach in the context of education and training; and
- Implement an innovative change project that reflects the core values of the program.

Required Courses

Core Courses (15 units)

EDU 501 - Philosophical Foundations of Education
EDU 502 - Learning Theory and 21st Century Learners
EDU 503 - Compassion, Thriving, and the Ethic of Care
EDU 504 - Leading Change in Education
EDU 505 - Introduction to Practice-Based Research

Educational Leadership (15 units)

EDU 520 - Leadership Theory and Practice in Education
EDU 521 - Educational Ecology: Creating Environments for Thriving
EDU 522 - Leadership for Social Justice in Education
EDU 523 - Educational Entrepreneurship
EDU 524 - Capstone Research Project in Educational Leadership

Total for the program - 30 Units

ADMISSIONS

Undergraduate Degree Completion Programs

Undergraduate Program Prerequisites

- Associate of Arts degree, or;
- A minimum of 60 units of college work, including 33 units of general education:
 - Communication – English Composition (6 units)
 - Communication – Speech (3 units)
 - History and Cultures (6 units)
 - Humanities (6 units)
 - Mathematics (3 units)
 - Natural Science (3 units)
 - Social Science (6 units).
- Grade point average (GPA) of 2.00 on college work
- Applicants who are not native English language speakers must demonstrate English proficiency.

Required Application Documents

Applicants must submit the following:

- Completed application form
- Official college transcript(s)
- A personal Essay
- A copy of a government-issued photo identification card

Transferring Credits into BA Programs

The following forms of transfer credit may be transferable in University BA programs. Only courses with an earned grade of C- (1.67) or higher will be accepted for transfer credit. In no case will more than 75% (90 units) of a Bachelor of Arts program be satisfied through transfer credit:

- Up to 90 units of transfer credit may be applied to General Education and elective credit requirements.
- Up to 30 units may be satisfied through test-out credit or experiential credit. Refer to the University test-out credit policy for a complete list of accepted tests and required scores.

- See Transferring Credit for more information

Transcript Evaluation for Foreign Students

Students whose previous education did not take place in the United States will need to work with the WES (World Education Services) to have their educational experience evaluated. For information on the evaluation process refer to the [World Education Services](#) website.

Prerequisite Exceptions

If a student has not met the admissions GPA prerequisites but possesses other life experience or attributes which show a strong indication of success in an undergraduate program, admission is possible. If accepted, the student will be placed on admissions probation for the first 15 units and must maintain a minimum 2.0-grade point average in all classes during the probationary period.

Graduate Degree Programs

Graduate Program Prerequisites

Master of Arts in Practical Ministry (MAPM), Master of Divinity (MDiv), and Master of Education (MEd)

- At least a bachelor's degree or educational equivalent from an accredited school (a master's degree from an accredited school will substitute for a bachelor's degree)
- Grade point average (GPA) of 2.50 on undergraduate work
- Applicants who are not native English language speakers must demonstrate English proficiency

Masters of Apostolic Leadership (MAL), Healing and Spiritual Care (MHSC), and Women's Leadership (MWL)

- At least a bachelor's degree or educational equivalent from an accredited school (a master's degree from an accredited school will substitute for a bachelor's degree)
- A minimum of 18 units (or equivalent learning) in Bible, theology, and church history.
- Grade point average (GPA) of 2.50 on undergraduate work
- Minimum of 5 years actively serving in a local church or other organization.
- Currently in a leadership role at a local church or other organization.
- Currently a member of a local church.

- Applicants who are not native English language speakers must demonstrate English proficiency

Required Application Documents

Applicants must submit the following:

- Completed application form (including an applicable resume or CV)
- Official college transcripts
- A personal essay
- Two recommendation forms:
 - One recommendation from an overseeing pastor, board member, or similar position
 - One recommendation from a peer
- A copy of a government-issued photo identification card

Transcript Evaluation for Foreign Students

Students whose previous education did not take place in the United States will need to work with the WES (World Education Services) to have their educational experience evaluated. For information on the evaluation process refer to the [World Education Services](#) website.

Transferring Credits into Graduate Programs

Following is the maximum allowable transfer credit for each program:

- Eighteen units may be transferred into the MAPM program
- No units may be transferred into the MAL, MHD, or MWL programs
- Thirty-six units may be transferred into the MDiv program
- No units may be transferred into the MEd programs

Only courses with an earned grade of B- (2.67) or higher will be accepted for transfer credit, including:

- Units from an accredited graduate-level biblical and/or ministerial studies program.
- For MDiv applicants who received a bachelor's degree in biblical and/or ministerial studies from an accredited Bible college, up to 15 units awarded for biblical studies at the undergraduate level.

- For MDiv applicants, up to two CPE completed prior to enrolling in the MDiv program may be accepted toward program requirements: the 300 hours Supervised Ministry requirement and three units of elective credit. CPE credit applied toward these requirements must be no more than three years old and ten years old, respectively.
- For MDiv applicants, up to three CPE credits taken while enrolled in the MDiv program may be accepted toward program requirements: the 300 hours of Supervised Ministry requirement, Mentored Ministry course, and three units of elective credit.
- While prior-earned CPE credit and concurrently earned CPE are both considered, no more than three CPE credits will be considered for transfer.

Prerequisite Exceptions

Students who do not meet admissions GPA prerequisites may be admitted if they have experience or attributes which demonstrate a strong indication of success in a graduate-level program. If accepted, the student will be placed on admissions probation for the first 15 units and must maintain a minimum 3.0-grade point average in all classes during the probationary period.

Church and Parachurch Leaders

Church and parachurch leaders who do not have a completed undergraduate degree may be admitted if they have 5 years of full-time ministry experience (ten years part-time) and are actively engaged in a church leadership role. A limited number of qualifying students can be admitted. Please contact the admissions department before applying through this exception. Additional requirements for those applying under this exception are:

- An additional reference from church or denominational leadership.
- A detailed resume showing at least twelve years of work experience.
- A detailed resume showing at least 5 years of full-time ministry experience (or ten years part-time), and actively engaged in a church leadership role.
- An additional 500-word essay about the applicant's rationale for pursuing a graduate degree instead of an undergraduate degree.
- Official high school transcript or official General Education Development (GED) transcript.
- One of the following:
 - Undergraduate Units: Official transcript showing at least 30-semester units (hours) of undergraduate courses from an accredited school with a minimum GPA of 2.50, in the following areas:
 - English/Communication – writing (3 units)

- English/Communication – speech (3 units)
- And 24 units from a combination of the following:
 - History/Cultures (3 to 9 units)
 - Humanities/Language (6 to 12 units)
 - Social Science (3 to 9 units)
 - Mathematics & Natural Science (3 to 6 units)
- Note that the GRE may be required even if you have 30 semester hours of undergraduate courses.
- GRE Test Score: Official transcript showing passing score on GRE verbal and analytical sections. A passing score for the verbal section is 153; a passing score for the analytical is 4. Visit ets.org to register for a GRE test. Use code **6716** when taking the test to indicate Shiloh University as the score recipient.

Doctoral Degree Programs

Doctor of Ministry Program Prerequisites

- First-professional theological degree (Master of Divinity or equivalent*) from an accredited institution
- Grade point average (GPA) of 3.0 on all graduate-level work
- Applicants who are not native English language speakers must demonstrate English proficiency
- Three years of ministry experience

Doctor of Ministry Program Requirements

Applicants must submit the following:

- Completed application form
- Two recommendations from:
 - Ministry supervisor or overseeing pastor (if the applicant has one)
 - Ministry peer or knowledgeable lay leader
- Official transcripts for all graduate/seminary work to date
- A biographical statement (a minimum of 500 words) that includes the following:
 - The applicant's name, mailing address, and email address
 - The applicant's call to the ministry
 - How that call has been expressed to the present
 - Why the applicant desires to pursue the Doctor of Ministry degree at Shiloh University
- A copy of a government-issued photo identification card

If a person is admitted and decides not to attend, the file remains current for one year only. In the event the person does not enter the following year, the file is invalidated, and the application process must be repeated entirely.

Transcript Evaluation for Foreign Students

Students whose previous education did not take place in the United States will need to work with the WES (World Education Services) to have their educational experience evaluated. For information on the evaluation process refer to the [World Education Services](#) website.

Doctor of Ministry Program Transfer Credit

Because of the comprehensiveness and sequencing of the program, there will be no transfer of credit for individual doctoral seminars completed in other seminaries.

If in the opinion of the admissions committee, previous academic work at a doctoral level equivalent to the first year of study in Shiloh University's program is already completed, an applicant may transfer credit of up to two seminars (6 units). The Doctor of Ministry Admissions Committee will evaluate the transfer of credit in this specific instance and inform the applicant of its decision.

***Master of Divinity Equivalency**

For admission into the Doctor of Ministry program, Master of Divinity equivalency is considered three years of post-baccalaureate study comparable to an M.Div. degree which must include:

1. An earned master's degree in the area of biblical or ministerial studies or related field,
2. at least 72-semester units of study, and
3. a balance of biblical, theological, and ministerial disciplines

If the applicant earned a master's degree in the area of biblical or ministerial studies and has completed at least 62-semester units, he or she may qualify for Concurrent Admission to the Doctor of Ministry program. Concurrent admission students must complete the remaining graduate semester units before being granted candidacy status in the Doctor of Ministry program.

Applicants who have earned less than 62-semester units are encouraged to discuss their options with the Admissions Office to either earn a Master of Divinity with Shiloh

University or take graduate coursework with the University in order to earn M.Div. Equivalency.

Why would someone consider M.Div. equivalency instead of completing an M.Div.?

An applicant may consider applying to the Doctor of Ministry in Relational Leadership program without the required Master of Divinity degree under the following circumstances, the applicant: 1) completed a master's degree that is similar in content, 2) earned a large number of units but had to relocate before being able to complete an M.Div., or 3) exceeded the maximum time frame allowed for completion of their M.Div. degree. Note that in all cases, applicants must still meet all criteria named above.

Personal and Professional Development

Personal enrichment students may take classes on a credit/no-credit basis. Courses taken may not be applied to a degree program.

Prerequisites:

- No scholastic prerequisites
- Must be at least 18 years old

Applicants must submit the following:

- Completed application form
- Personal Statement (on the application form)

English Language Proficiency Requirement

Undergraduate English Language Requirement

Prospective Undergraduate students who are not native English language speakers are required to demonstrate proficiency through one of the following methods:

- Test of English as a Foreign Language (TOEFL). Minimum required scores:
 - 61 on the internet-based test (iTOEFL)
 - 500 on the paper-based test (pTOEFL)
 - 543 on TOEFL ITP (*option for certificate and non-degree students only*)
- At least a 6.0 on International English Language Test Score (IELTS).
- At least a 44 on Pearson Test of English Academic Score Report.
- A high school diploma that was completed at an accredited/recognized high school where the medium of instruction is English.

- At least a Level 3 on the ACT COMPASS's English as a Second Language Placement Test.
- At least a Pre-1 on the Eiken English Proficiency Exam.
- A minimum B-2 English proficiency level from the Common European Framework of Reference (CEFR) as assessed through various ESOL examinations.
- Submission of a transcript indicating completion of at least 30 semester hours of credit at an English-speaking accredited college or university. An undergraduate student must have maintained a 'C' grade point average or higher. All non-U.S. transcripts may need to be reviewed by the [World Education Services](#) before they can be accepted.

Graduate English Language Requirement

Prospective Graduate students who are not native English language speakers are required to demonstrate proficiency through one of the following methods:

- Test of English as a Foreign Language (TOEFL). Minimum required scores:
 - 71 on the internet-based test (iTOEFL)
 - 530 on the paper-based test (pTOEFL)
 - 543 on TOEFL ITP (*option for certificate and non-degree students only*)
- At least a 6.5 on International English Language Test Score (IELTS).
- At least a 50 on Pearson Test of English Academic Score Report.
- A high school diploma that was completed at an accredited/recognized high school where the medium of instruction is English.
- At least a Level 3 on the ACT COMPASS's English as a Second Language Placement Test.
- At least a Pre-1 on the Eiken English Proficiency Exam
- A minimum B-2 English proficiency level from the Common European Framework of Reference (CEFR) as assessed through various ESOL examinations.
- Submission of a transcript indicating completion of at least 30 semester hours of credit at an English-speaking accredited college or university. A graduate student must have maintained a 'B' grade point average or higher. All non-U.S. transcripts may need to be reviewed by the [World Education Services](#) before they can be accepted.

Doctoral English Language Requirement

Prospective Doctoral students who are not native English language speakers are required to demonstrate proficiency through one of the following methods:

- Test of English as a Foreign Language (TOEFL). Minimum required scores:
 - 80 on the internet-based test (iTOEFL)
 - 550 on the paper-based test (pTOEFL)
- At least a 6.5 on International English Language Test Score (IELTS).
- At least a 58 on Pearson Test of English Academic Score Report.
- A high school diploma that was completed at an accredited/recognized high school where the medium of instruction is English.
- At least a Level 3 on the ACT COMPASS's English as a Second Language Placement Test.
- At least a Pre-1 on the Eiken English Proficiency Exam
- A minimum B-2 English proficiency level from the Common European Framework of Reference (CEFR) as assessed through various ESOL examinations.
- Submission of a transcript indicating completion of at least 30 semester hours of credit at an English-speaking accredited college or university. A doctoral student must have maintained a 'B' grade point average or higher. All non-U.S. transcripts may need to be reviewed by the [World Education Services](#) before they can be accepted.

Transfer Credits

Transfer Credits into Shiloh University

Credits from course work earned at other seminaries or colleges, test-out credit earned (such as Advanced Placement test credit), or Clinical Pastoral Education (CPE) credits may be transferable to the degree programs offered by Shiloh University. Shiloh University will determine the applicability of such coursework/credit according to specific requirements related to each program and the following guidelines:

- **Transfer Credit:** Official transcripts from the transferring institution are required for transfer credit consideration. Shiloh University reserves the right to request a course catalog and/or syllabus from the granting institution for the year(s) the credit was originally earned. Non-U.S. transcripts may need to be reviewed by the [World Education Services](#) before they can be accepted for transfer credit.
- **Test-Out Credit:** Official score reports from a testing service are required for test-out credit consideration. Refer to Shiloh University's Test-Out Examination Policy for information about specific test and score requirements.

- Clinical Pastoral Education (CPE) credit: Official report from the organization which granted the CPE credit is required for credit consideration. The University currently only accepts CPE credit from the Institute for Clinical Pastoral Training and programs accredited through the **ACPE**. CPE credit earned from other reputable sources may be considered on a case-by-case basis.
- Typically, credit earned within the last 10 years is considered for transfer. The consideration of credit earned more than 10 years ago will be determined on a case-by-case basis.
- Undergraduate students who successfully completed composition courses more than ten years ago at other colleges or universities may transfer their credits by passing Shiloh University's writing exam. Only courses directly related to one of our programs will be considered and the exam will only earn a student credit for courses taken and passed.
- Transfer credit will not be evaluated or denied solely on the source of accreditation of the sending institution.
- Please see the admissions requirements specific to each program for more information.

If applicable, during the application process, students may request that their included transcripts and score reports be evaluated for credit. Potential credit will be evaluated by the Admissions Review Committee as part of their application review. Any transcripts or score reports received during the student's active enrollment in Shiloh University can be evaluated for credit upon request. The student must contact the Registrar to request this service.

There are no fees associated with transfer/test-out credit evaluation. The cost of any required courses waived due to credit awarded is subtracted from the total degree program cost.

Transfer Credits from Shiloh University

The acceptance of transfer credit is always up to the receiving institution. Students should always verify if credits will be transferable to their chosen institution.

There are several tested transfer avenues that students are encouraged to consider. Students may want to consider other schools that are accredited by the Distance Education Accrediting Commission (DEAC) which offers quality undergraduate, graduate, and professional doctoral programs. Program areas include business, law, health, computer science, Christian ministry, and more.

Shiloh University has formed transfer partnerships, or articulation agreements, with specific Universities to increase the likelihood of a successful transfer experience. See the University website for a complete list of transfer credit partners.

Transcript Request

If you would like to request an official transcript, please submit a Transcript Request Form. Once payment has been received, your transcript will be mailed to the requested recipient(s) within 10 business days.

Credit for Prior Learning/Prior Learning Assessment

In keeping with the academic mission and strategic priorities, as well as fairness and equity to students, Shiloh University considers new sources for learning and alternative assessment methods.[1]

The accrediting body of Shiloh University defines Prior Learning as:

Learning that has occurred outside the classroom. In some cases, credit may be awarded for prior learning through various means of assessment. An institution offering credit for prior learning assessment publishes and follows evaluation standards consistent with CAEL's Ten Standards for Assessing Learning. Prior learning assessment is performed by qualified individuals with experience in prior learning evaluation.[2]

[1] American Association of Collegiate Registrars and Admissions Officers, American Council on Education, & Council for Higher Education Accreditation (December 15, 2021). *Joint Statement on the Transfer and Award of Credit Letter*

[2] Distance Education Accrediting Commission (July 16, 2021). *Accreditation Handbook*.

CAEL Standards for Assessing Learning[1]

Shiloh University adheres to the guidelines established by the Council of Adult and Experiential Learning (CAEL) for recognizing and assessing prior learning:

1. Credit or its equivalent should be awarded only for learning, and not for experience.

2. Assessment should be based on standards and criteria for the level of acceptable learning that are both agreed upon and made public.
3. Assessment should be treated as an integral part of learning, not separate from it, and should be based on an understanding of learning processes.
4. The determination of credit awards and competence levels must be made by appropriate subject matter and academic or credentialing experts.
5. Credit or other credentialing should be appropriate to the context in which it is awarded and accepted.
6. If awards are for credit, transcript entries should clearly describe what learning is being recognized and should be monitored to avoid giving credit twice for the same learning.
7. Policies, procedures, and criteria applied to assessment, including provision for appeal, should be fully disclosed and prominently available to all parties involved in the assessment process.
8. Fees charged for assessment should be based on the services performed in the process and not determined by the amount of credit awarded.
9. All personnel involved in the assessment of learning should pursue and receive adequate training and continuing professional development for the functions they perform.
10. Assessment programs should be regularly monitored, reviewed, evaluated, and revised as needed to reflect changes in the needs being served, the purposes being met, and the state of the assessment arts.

For the CPL & PLA program to operate effectively, the following policies have been adopted by Shiloh University:

- Shiloh University may award a maximum of 25 percent of the credits for experiential or equivalent learning required for a degree.
- Shiloh University may award a maximum of 25 percent of the credits for experiential or equivalent learning required for a degree.
- Shiloh University does not award credits for experiential or equivalent learning for a professional doctoral degree.
- CPL & PLA cannot be used to meet, replace, or substitute for general education, thematic studies, or a capstone project.
- CPL & PLA is not issued grades, but rather awarded credit hours.
- CPL & PLA cannot replace a failing grade or duplicate previously earned credit for a course.

- Students must pay all applicable fees before CPL & PLA awarded hours will be posted to the student's transcripts.
- It is strongly recommended that students seek CPL & PLA no fewer than six months prior to their planned graduation date.
- Students are advised that such credit may not be recognized by new majors or transferred to other institutions.
- CPL & PLA is not guaranteed.

Overview

Believing that thorough professional and/or personal development often occurs in settings outside the traditional classroom, Shiloh University grants CPL/PLA to students who demonstrate the academic merit of such experiences. Experiential learning is learning by doing. It is not based on just doing, which is experience, but learning while doing, which is education.

Eligibility

Eligibility for CPL/PLA is, as noted above, not guaranteed, but may be available to students enrolled in a graduate or undergraduate program at Shiloh University and in good academic standing at the university in all phases of their respective enrollments in academic, ethical, and financial obligations to the university.

What is CPL/PLA?

Prior Learning Credit is a highly individualized process that offers adult and non-traditional students the unique opportunity to petition for college credit for the knowledge, training, and skills they previously learned through a broad range of experiences outside of the traditional academic setting.

What Are The Benefits of CPL/PLA?

- A CPL/PLA award will save money and accelerate degree completion.
- Undergraduate and Graduate students are permitted to petition for up to 25% of their degree program for CPL/PLA hours at \$125.00 per credit hour.
- CPL/PLA will reduce the repetition of relevant course-related material for students with prior learning.

· Most importantly, CPL/PLA enables students to gain greater insight into themselves, while having Shiloh University validate the importance of their prior learning.

What Prior Experiences May Qualify For CPL/PLA?

Formal and informal learning experiences that have resulted from a rich array of:

- Professional Work Experiences
- Military
- Training Classes
- Professional Skills Workshops and Seminars
- Volunteerism
- Unique Life Experiences

The CPL/PLA Program Guides Students As They:

- Identify areas of relevant learning from their past experiences,
- Demonstrate that learning through appropriate documentation,
- Submit learning materials for assessment, and
- Possibly gain academic credit for CPL/PLA.

How Can I Participate In CPL/PLA?

There are six pathways in which to participate in CPL/PLA and potentially earn academic credit:

Military Transcripts: Thank you for your service! Knowledge and skills acquired from military service may be converted into college credit. Veterans and active military personnel may have their transcripts re-evaluated by CPL/PLA to determine if credit may be granted for military education, training, and/or occupations.

CPL/PLA Pre-Assessed: Many individuals have completed various kinds of training for which they have earned credentials. Certain professional and standardized training, licensure, and certification experiences whose content is equivalent to offerings from Shiloh University have been evaluated by faculty for credit hours. Examples of such

education credit include Microsoft Certifications and Paramedics License. Also, certifications from ACE/NCCRS, Manufacturing Skill Standards Council (MSSC), National Career Readiness Certificate (NCRC), Clinical Pastoral Education (CPE), and other industry-recognized certificates and licenses. Currently, enrolled students are allowed to provide original documentation as proof of satisfactory completion for prior learning experiences.

CPL/PLA Portfolio: Students without pre-assessed learning experiences are able to seek academic credits by developing a portfolio. The portfolio serves as a reflective narrative of the student's previous learning experiences and includes supporting documentation. Thus, the portfolio helps students articulate what they know and can do, as well as integrate this learning with the principles that would have been learned in university coursework. Strong, professional CPL/PLA portfolios with breadth and depth will:

- Clearly identify key learning concepts and describe concrete examples of the learning experiences;
- Critically reflect on the learning experiences;
- Thoroughly demonstrate an understanding of generalizations and principles gained from the experiences; and,
- Analyze how the learning can be applied in future personal and professional situations.

You may be able to convert Learning Events into Program Credit by completing the Experiential Learning Credit course which includes the following seven modules. This is an elective course with the same tuition rate as the program in which the student is enrolled.

Portfolio courses are self-paced. Our intent is that you complete the portfolio within 16 weeks. An aggressive 8-week timeline is suggested. However, since the courses are self-paced, you will manage when you begin and when you complete the portfolio.

Outside Institutions

On rare occasions, degree-relevant CPL/PLA credit may be recognized by Shiloh University for CPL/PLA awarded as shown on a certified transcript by other accredited institutions.

Nationally Recognized Exams

The College-Level Examination Program (CLEP) test is an assessment test developed by the College Board. In order for Shiloh University to award credit for the course, a score of 50 must be achieved on the test, unless otherwise noted.

Other nationally accredited exams are also accepted. If a student has documentation of an acceptable test score (transcript/report) for a nationally accredited exam, the student will submit it to Student Services or the Registrar. Potential exams include Advanced Placement (AP) with a score of 3 or higher, DSST (formally known as DANTES), UExcel, or FLATS (or other foreign language) exams. For other national exams, scores will be reviewed to determine if the score is acceptable. These exams are proliferating, so please check with the Registrar to see if any tests you took or intend to take are acceptable.

Challenge Exams

A Challenge Exam is an exam developed by Shiloh University faculty that allows a student to demonstrate that they can meet the competencies of a course. Successful completion of a Challenge Exam allows a student to earn credit for that course toward completion of the program.

Depending on the course, the challenge exam could be a written or standard test or a demonstration test. Not all classes have the option for a challenge test.

To request to take a challenge exam:

1. Contact Student Services or the Registrar to let the staff know which course you would like to take a test for and who the instructor is (if you know).
2. The Registrar will contact the instructor to arrange for a test.
3. The Registrar will arrange a time for you to take the test.
4. Your account will be billed for the test once it is scheduled.
5. Once the test is scored, you will be notified.
6. If you pass, the credit will be awarded.

Fees

1. The cost to take a challenge exam is \$125 for a standard test and \$175 for a demonstration test.
2. The fee applies to each test taken.
3. The charge will be added to the student's account once the test is scheduled.
4. This fee is non-refundable regardless of the outcome.

[1] Fiddler, M., Marienau, C., & Whitaker, U. (2006). *Assessing Learning: Standards, Principles, and Procedures* (2nd ed.) Dubuque, IA. Kendall Hunt Publishing.

Application Processing, Notification, and Enrollment Agreement

It is the applicant's responsibility to ensure that all required information is submitted to the Admissions office. Applications will be reviewed by the Admissions Review Committee. Admission decisions are communicated to applicants in writing as soon as possible after the decision has been made, but typically no later than two weeks after the admission deadline. Upon notification of acceptance, applicants must return a signed enrollment agreement to the admissions office.

After acceptance into a Shiloh University program of study, an enrollment agreement must be signed by the student and the University. The enrollment agreement spells out the obligations of the University to the student and the obligations of the student to the University.

Technical Requirements

The following technical requirements will help you prepare for participation with Shiloh University and work in the online classroom environment.

Hardware Requirements

- A reliable computer.
 - PC users should *not* use a computer running Windows 7, Vista, or earlier operating systems. These systems are no longer supported by Microsoft and are vulnerable to malware attacks without up-to-date security patches. Windows 10 is preferred; Windows 8 is acceptable.
 - Mac users should use a computer running a current and supported version of Mac OS X (now Mac OS). Apple no longer supports El Capitan (10.11.2) and earlier versions with security updates.
 - Public computers, such as those found in a public library, may not be able to support all of the required functions such as:
 - audio and video for proctored examinations

- the proper viewing of class presentations and other resources
- the ability to save files that you are working on
- A broadband Internet connection with a minimum download speed of 5Mbit/sec is recommended. Your Internet provider should offer direct technical support.
- A video camera and audio microphone are required for most classes and for Personal Enrichment students who take classes that require them.
 - Webcam with 720p HD video resolution or higher.
 - Headphones or working speakers connected to the computer.
 - A microphone connected to the computer. We recommend that you use a microphone built into a headset or webcam.

See the current *Course Materials Master List* in the Student Information Center for details.

Software for General Classroom Use

For security reasons, please make sure to update all your software on a regular basis and all critical security patches have been installed. When installing or updating the software, avoid installing any optional offers or updates that may be promoted.

- A major brand antivirus client with daily updates.
- A current version of Google Chrome, Mozilla Firefox, Microsoft Edge, or Apple Safari.
 - The Internet Explorer browser should *not* be used as it has been phased out and may no longer provide the features necessary to view all content within the classroom and could affect your ability to complete assignments.
 - Safari for Windows should *not* be used since it is no longer supported by Apple.
 - Browser setup: Check the Help command in your browser for information on these settings.
 - It is important that you enable first-party and “session” cookies. Most browsers are set up by default to do this. If your browser is not, change its settings so you can use all the features of the classroom site. You should block 3rd party cookies for privacy reasons.
 - Allow pop-ups permanently for the domain “shiloh.edu.”

- The capability to scan paper assignments to create PDF documents may be required on a class-by-class basis. Instructions will be provided in the class as necessary.
- Microsoft Word 2013 with Service pack 1 or newer (Office 2010 and earlier versions are no longer supported by Microsoft.).
 - If for some reason you cannot obtain Microsoft Word for your Apple computer, and you use the Apple Pages app, documents must be saved in Microsoft Word (.doc) compatible format. Your instructor is the bottom line for whether your submitted document can be read correctly and is acceptable.
 - Personal Enrichment students may use an alternative word processor, as long as it can open, edit, and save in a Microsoft Word compatible format (.doc).
- Adobe Reader - the “up-to-date” version is available on this [official Adobe website](#)
- Please note that Adobe Flash Player product is no longer integrated into any Adobe products and has been phased out. Adobe is advising users to uninstall any Flash product that is installed on their computers due to security risks.

Student’s Email Account

We recommend a “private” email account provided by your Internet service provider, for security reasons. This should be provided as part of your personal Internet service. We do not recommend a workplace account, nor a public account provided by Outlook.com, AOL, or any similar provider. Gmail accounts have worked well in the past.

Neither a Yahoo! nor a Hotmail.com email account is acceptable for classroom use due to long-standing data breaches which compromised accounts. Using one of these accounts may mean that you will miss communications from the classroom, and possibly jeopardize your fellow students’ email accounts. If you currently use one of these risky providers, please obtain an alternative email account instead, Gmail is preferred.

TUITION & AID

Undergraduate Tuition

The following tables provide the total program cost for Undergraduate degrees at the 2021-2022 per-credit rate with associated books, supplies, and fees.

Bachelor of Arts 1-year Degree Completion: (Total Program Cost)	
Tuition (\$427 x 30 credits)	\$ 12,800
Books and supplies (\$100 per course estimate) *	\$ 1,000
Program total cost	\$13,000

Bachelor of Arts 2-year Degree Completion: (Total Program Cost)	
Tuition (\$427 x 60 credits)	\$ 25,600
Books and supplies (\$100 per course estimate) *	\$ 2,000
Program total cost	\$27,600

*Students may purchase textbooks from the vendor of their choice in any available format. Therefore, the cost listed above is only the best estimate.

Graduate Tuition

2021-2022 Graduate tuition: Varies per academic program.

Degree Program Total Costs

The following tables provide the total program cost for Graduate degrees at the 2021-2022 per-credit rate with associated books, supplies, and fees.

Masters in Apostolic Leadership: (Total Program Cost)	
Masters in Healing and Spiritual Care: (Total Program Cost)	
Masters in Women's Leadership: (Total Program Cost)	
Tuition (\$606 x 36 credits)	\$ 21,800

Textbook costs (\$100 per course estimate) *	\$ 1,200
Program total cost	\$ 23,000

MA in Practical Ministry: (Total Program Cost)	
Tuition (\$550 x 36 credits)	\$ 19,800
Textbook costs (\$100 per course estimate) *	\$ 1,200
Program total cost	\$ 21,000

Master of Divinity: (Total Program Cost)	
Tuition (\$375 x 72 credits)	\$ 27,000
Textbook costs (\$100 per course estimate) *	\$ 2,400
Program total cost	\$ 29,400

Master of Education: (Total Program Cost)	
Tuition (\$600 x 30 credits)	\$ 18,000
Textbook costs (\$100 per course estimate) *	\$ 1,000
Program total cost	\$ 19,000

*Students may purchase textbooks from the vendor of their choice. Therefore, the cost listed above is only the best estimate.

Doctoral Tuition

Shiloh University tuition is calculated on a per-credit basis. Enrollment status achieved (part-time or full-time) does not affect the amount charged; students who enroll for a more-than-full-time load will still be charged the standard per-credit rate.

Degree Program Total Costs

The following tables provide the total program cost for Doctoral degrees at the 2021-2022 per-credit rate with associated books, supplies, and fees.

Doctor of Ministry in Relational Leadership: (Total Program Cost)	
Tuition (\$855 x 36 credits)	\$ 30,800
Textbook costs (\$120 per course estimate) *	\$ 1,320
Program total cost	\$ 32,120

*Students may purchase textbooks from the vendor of their choice. Therefore, the cost listed above is only the best estimate.

Refund Policy

You may notify the University Administration of a drop or withdrawal in any manner (written notification via Drop/Withdrawal Form is preferred).

You are entitled to a full refund if you withdraw before the trimester start date. Any tuition refund owed will be refunded within 30 days of request. The cost of any materials ordered and delivered (or accessed electronically) will be subtracted from the refund calculations.

Refunds for 8-Week Courses

For refundable amounts after the class start refer to the rules below:

- After Week 1 of the Course – 80%
- After Week 2 of the Course – 60%
- After Week 3 of the Course – 40%
- After Week 4 of the Course – 20%
- After Week 5 of the Course – 40%
- After Week 6 of the Course – 0%

Note: A week, as used in the refund calculations, is defined as Monday at 12:00 A.M. through Sunday at 11:59 P.M.

Example calculation: If an undergraduate student withdraws from a 3-unit course during week 3 of the trimester, the student would be entitled to a 60% refund. Based on the total cost of a 3-unit course (\$1,280.00), a refund in the amount of \$768.00 would be issued.

Refunds for 15-Week Courses

For refundable amounts after the class start refer to the rules below:

- After Week 1 of the Course – 80%
- After Week 2 of the Course – 70%
- After Week 3 of the Course – 60%
- After Week 4 of the Course – 50%
- After Week 5 of the Course – 40%
- After Week 6 of the Course – 30%
- After Week 7 of the Course – 20%
- After Week 8 of the Course – 10%

- After Week 9 of the Course – 0%

Note: A week, as used in the refund calculations, is defined as Monday at 12:00 A.M. through Sunday at 11:59 P.M.

Example calculation: If an undergraduate student withdraws from a 3-unit course during week 3 of the trimester, the student would be entitled to a 70% refund. Based on the total cost of a 3-unit course (\$1,280.00), a refund in the amount of \$896.00 would be issued.

Scholarships & Discounts

The University has several scholarship opportunities, as well as discounts for international students from select countries, which may be available for those in need. Students should refer to the University website for more information or contact the Admissions office.

ACADEMIC PROGRESS POLICIES

Enrollment Status

Undergraduate programs:

- Full-time status is defined as enrollment in a minimum of 24 credit hours (units) in an academic year.
- Part-time status is defined as enrollment in a minimum of 12 credit hours (units) in an academic year.
- Less-than-part-time status is defined as anything less than 12 credit hours (units) each year.

Graduate programs:

- Full-time status is defined as enrollment in a minimum of 18 credit hours (units) in an academic year.
- Part-time status is defined as enrollment in a minimum of 9 credit hours (units) in an academic year.
- Less-than-part-time status is defined as anything less than 9 credit hours (units) each year.

Satisfactory Academic Progress

Whether or not a student is making satisfactory academic progress (SAP) toward the completion of his or her program is evaluated based on the following criteria:

- Maintaining a satisfactory GPA
- Maintaining a minimum course completion pace

Student records are evaluated regularly against these criteria. The purpose of the SAP policy is to identify and alert students as early as possible if they are not demonstrating satisfactory academic progress and help them develop a plan for accomplishing their academic goals.

Minimum Grade Point Average

The C, or 2.00 cumulative GPA, is the mark of acceptable work and good standing for undergraduate programs. The B, or 3.00 cumulative GPA, is the mark of acceptable work and good standing for graduate programs.

Transfer credit accepted from other institutions will not count toward quality points (will not impact the student's GPA) at Shiloh University. Only courses taken at the university will be considered in GPA calculations.

Minimum Course Completion Pace

Cohort students must maintain a satisfactory course completion pace of 67% in order to continue in their cohort. Students who drop below the 67% completion must reenroll into a new cohort.

Non-cohort students must maintain a minimum pace of at least 3 successfully completed courses, or 9 credit hours per year.

Academic Discipline

Students who are not maintaining satisfactory academic progress (SAP) are subject to academic discipline as described below. If a student re-establishes SAP at any point, he or she will be returned to good standing and academic discipline will be lifted. Measures of academic discipline include academic warning, academic probation, and academic dismissal.

If Shiloh University determines at any point during the academic disciplinary process that SAP cannot be re-established within a reasonable time frame, it reserves the right to dismiss the student. Factors considered as part of this determination include, but are not limited to, the number of failing grades, past academic performance, the number of withdrawn or dropped courses, and any academic conduct violations. In particular, students will likely be subject to academic dismissal if their GPA falls below 1.0 or if they withdraw from the majority of their coursework during any stage of academic discipline. See the Academic Dismissal policy below for more information.

Academic Warning

If at any point a student's satisfactory academic progress (SAP) falls below the acceptable minimums, he or she will be placed on academic warning for a period of 9 attempted credits for undergraduate students or 6 attempted credits for graduate students. For the purpose of this policy, courses completed, and courses withdrawn from are considered attempted credits. The Registrar's Office will notify the student and the student's advisor of this status as well as the possible consequences associated with failure to reestablish SAP within the allowed timeframe.

Academic Probation

If after academic warning the student has failed to reestablish satisfactory academic progress (SAP), he or she will be placed on academic probation for a period of 9 units for undergraduate students or 6 units for graduate students. For the purpose of this policy, courses completed, and courses withdrawn from are considered attempted credits. The Registrar's Office will notify the student and the student's advisor of this status as well as the possible consequences associated with failure to reestablish satisfactory progress within the allowed timeframe.

If deemed necessary by the advisor, a student's academic course plan may be revised including adjustments in enrollment pace and requiring the student to repeat courses for grade improvement.

Student Progress Plan

An individual student progress plan may be established as an alternative to the standard satisfactory academic progress (SAP) policy under the following conditions:

- The student is not maintaining SAP and has already progressed through the warning and probation stages of the Academic Discipline policy.
- The student was granted an Academic Suspension Appeal or academic suspension was waived by the student's advisor.

Note: An individual student progress plan may be established at an earlier time for students receiving Federal Student Aid at the discretion of the Financial Aid Administrator.

This plan must be established in writing by the student and advisor, and then submitted to and approved by the Registrar's Office, which will then administer the plan on a trimester basis. The plan must address how the student will reestablish SAP within an allowable timeframe. Both factors of academic progress must be included (minimum GPA requirements and minimum completion pace). Throughout the length of the plan, all course enrollments will be subject to review and approval by the student's advisor who shall have the power to require adjustments in enrollment pace and/or to require the student to repeat courses for grade improvement.

If at any point the student fails to meet any plan benchmarks, he or she will be subject to standard academic discipline and may be dismissed. In all cases, a student must reestablish SAP in order to graduate from his or her program.

Academic Dismissal

If the student has failed to reestablish satisfactory academic progress (SAP) after the above stages of academic discipline have been exhausted, the student will be subject to

academic dismissal. The Academic Dean or Dean's designee will notify the student in writing of the dismissal.

A student who is subject to academic dismissal may reapply to the University no sooner than one year after dismissal. The Admissions Committee will be informed of the student's past academic performance with Shiloh University and may require additional admission documentation from the student. Readmission will be granted only if there is a strong likelihood that the student possesses the motivation and capacity to successfully complete the academic requirements.

The University reserves the right to either reinstate the student in his or her original program or in the version currently available at the time of admission, whichever is mutually beneficial to the student and the University. Coursework previously completed at Shiloh University may or may not be carried over to the student's new program depending on the grade earned and its impact on the student's GPA as well as the age of the credit (especially for contemporary application courses taken more than ten years prior to readmission).

Leave of Absence Policy

Leave of Absence

If degree students feel that they need to interrupt their academic progress by taking a trimester off, they may request a leave of absence. A leave of absence (LOA) must be communicated in writing to the Registrar's Office via a Leave of Absence form. Note that if students require a short leave of absence during a trimester but still wish to complete their course(s), they should refer to the Course Extension Policy.

A degree student may not typically request an LOA for more than one trimester in any given 12-month period. Any Leave of Absence that exceeds one trimester will be considered a program withdrawal unless the extended leave was preapproved via an appeal. Students wishing to appeal for an extended leave may do so using a new Leave of Absence form.

Military Leave of Absence

In accordance with Iowa State law, any member (or spouse of a member if the member has a dependent child) of the National Guard or reserve forces of the United States who is ordered to national guard duty or federal active duty will receive the following Military Leave of Absence (MLOA) accommodations. Students from other states that participate

in the State Authorization Reciprocity Agreement (SARA) will receive the same accommodations.

First, since all the classes are taken online, students have multiple unique options for completing their coursework. A student may work with the instructor to finish course work early, continue with the course(s) while deployed, or (if deployment is less than one month long) the student may request a course extension (see Course Extension policy). If the student is attempting to complete the course in a timely manner, tuition and fees will not be refunded.

However, if a student is not able to complete coursework via the methods described above, the student may receive an Incomplete (I) grade for the course. If an incomplete grade is assigned, it is understood that the student intends to complete the course at a later time and therefore tuition and fees will still be collected.

Alternatively, students may withdraw their trimester registration and receive a full refund of tuition and fees for that trimester's coursework. In this case, a pre-Withdrawal-Deadline grade will be assigned regardless of the actual withdrawal date.

A Military Leave of Absence (MLOA) may be granted for a period of not more than five cumulative years. Students returning from an MLOA need not apply for readmission. They will be readmitted into the same program they were originally enrolled in or an up-to-date equivalent if a program update is advantageous for them.

For an MLOA to be granted, students must be in good standing in their program, must have met participation requirements, and must be receiving a passing grade at the time of deployment.

Note: When students are taking multiple courses in a trimester, any combination of the above options may be applied to each course.

Military Leave of Absence Request Process

Students must inform the Registrar's office in writing (email is preferred) as soon as possible after receiving notification of deployment or movement due to military necessity. Communication must include a copy of applicable military orders.

Any withdrawal from courses related to deployment must be explicitly communicated to the Registrar's Office to ensure that a full refund of tuition and fees will be made. If payment for courses has already been made, refunds may first be applied to any

outstanding obligations and to any applicable scholarship, grant, or loan the University has directly received on behalf of students.

Reinstatement after a Military Leave of Absence

If an MLOA was not requested prior to the start of the deployment, it will be necessary to send a copy of the student's military orders to the Registrar's Office along with a letter explaining the circumstances in order to ensure that the student will not be required to re-apply for admission to the University. If the MLOA was submitted prior to deployment, it is only necessary for the individual to notify the Registrar of intention to return to studies.

Course Policies

Late Assignment Policy

Assignments and discussions are considered late if not received by Sunday 11:59 p.m. of the week they are due. *However, specific due dates within a class week may apply to individual assignments.* A 20% grade penalty will be applied for the first week an assignment is late. An additional 20% penalty (40% total) will be applied for the second week an assignment is late. Assignments submitted more than two weeks after the due date will not be accepted. Note: Late penalties are not assigned to tests and assignments that are scored by computer. Instructors may choose to adopt a stricter late assignment policy. This will be noted in the course syllabus.

If a student experiences extraordinary circumstances such as illness, emergency, or disaster that prevents him or her from completing an assignment(s) on time, the student may request an assignment extension. Approvals of such will only be given for legitimate reasons and documentation may be required. Neglect, typical work responsibilities, or events planned in advance are not considered legitimate reasons.

Extension requests are to be submitted at least one day before the assignment due date; retroactive extension requests will not be accepted. Extension requests must be submitted to the instructor via an Assignment Extension Request Form. Informal email requests are not accepted.

Course Extension Policy

If a student experiences extraordinary circumstances such as illness, emergency, or disaster that prevents him or her from completing coursework before the trimester end date, the student may request a course extension. Approvals of such will only be given for legitimate reasons and documentation may be required. Neglect, typical work

responsibilities, or events planned in advance are not considered legitimate reasons. Course Extensions are typically only granted to students who have progressed through at least three-quarters of the total course content. Students who have not reached this threshold should refer to either the Add / Drop Policy (if the withdrawal deadline has not passed) or the Withdrawal After Midterm Policy (if the withdrawal deadline has passed).

Course extension requests are to be submitted at least one week before the end of the trimester; retroactive extension requests will not be accepted. Extension requests must be submitted to the instructor via a Course Extension Request Form. Informal email requests are not accepted.

If granted, an incomplete (I) grade will be assigned. After the established due date, which cannot extend beyond the end of the following trimester, the student's final grade will be calculated. The earned final grade will be counted in the computation of the GPA.

Withdrawal After Midterm Policy

If after the Withdrawal deadline has passed for a trimester, a student finds that he or she is unable to continue in a course, the following options are available:

- If the student has not earned a cumulative passing grade for the coursework completed up to the date of withdrawal, he or she will receive a Withdrawal Failing (WF) grade upon withdrawal. A WF will be counted as an F (0.00) in the computation of the student's grade point average, it will impact attempted credit, and will appear on the student's transcript. The student will be required to retake the course in order to receive credit for it.
- If the student has earned a cumulative passing grade for the coursework completed up to the date of withdrawal, the student may petition to receive a Withdrawal Passing (WP) grade. A WP grade does not impact grade point average but does impact attempted credit and will appear on the student's transcript. The student will be required to retake the course in order to receive credit for it.

Documentation of extraordinary circumstances such as illness, emergency, or disaster that prevent the student from completing coursework before the trimester end date must be submitted to the Registrar's Office and it will be forwarded to the appropriate Dean for consideration. Neglect, typical work responsibilities, or events planned in advance are not

considered legitimate reasons. A limited number of WP grades will be granted to a student depending on the student's program of study:

- If the student has successfully completed at least 75% of the graded course assignments and extraordinary circumstances are preventing further course completion, the student may request a course extension. See the Course Extension policy for more information.
- If the student stops participating in his or her course but does not officially withdraw, he or she will receive the final letter grade earned including zero points for all assignments not attempted (see Grading Policy).

WP and WF letter grades do not count toward academic credit hours completed.

Course Retake Policy

Undergraduate and graduate students may repeat a course one time only to improve a grade of C (2.0) or below. The grade earned in the repeat course, if higher, replaces the original grade.

Repeated courses will count toward the calculation of full-time or part-time enrollment status. Credit hours earned for the course will be assigned only once. Therefore, (1) repeat courses that were previously incomplete will count toward units attempted and completed, and (2) repeat courses that were previously completed and are being taken for grade improvement will count toward units attempted but not toward units completed. Failure of a repeated course may affect the student's ability to maintain satisfactory academic progress.

Remedial Course Policy

Students may be required to improve specific skills by taking remedial coursework. Remedial courses are not included in GPA calculations, and they do not count toward units attempted or units completed.

Non-Scheduled Course Policy

In rare cases, when a student's progress towards graduation is significantly impeded by a lack of required course options in a given trimester, he or she may request a non-scheduled course offering via a Non-scheduled Course Agreement. A non-scheduled course is not a directed study course: an instructor will be substantially involved on a regular basis, it will be administered through the online classroom, and it must be

completed in 15 weeks. Only current courses (those listed in the current Academic Catalog) are eligible. Non-scheduled courses may not be requested in order to bypass portions of the curriculum or for the convenience of the student alone.

In order to be eligible to request a non-scheduled course, students must:

- Be degree-seeking with Junior or Senior standing (Undergraduate) or 2nd or 3rd-year status (Graduate and Doctoral)
- Be meeting Satisfactory Academic Progress requirements
- Need the course to satisfy his or her graduation requirements

Students may only take one non-scheduled course in a given trimester, and no more than two non-scheduled courses in a given program. Course contact hours typically completed via discussions or any other student-to-student course components will be adequately replaced so the amended course meets the University's credit hour rules.

Non-Scheduled Course Request Process

To apply for a non-scheduled course offering,

1. The Student must discuss the options with his or her Advisor and then email the appropriate Academic Dean to request approval to submit a Non-Scheduled Course Agreement. If approved, the Academic Dean will select a supervising instructor for the course.
2. The Student will work with the supervising instructor to formulate a plan for addressing or replacing the Discussion Forum requirement and the Tentative Schedule of Instructor/Student Contact (every other detail of the course must follow the course syllabus without modification).
3. The Student approves the plan by completing the Non-Scheduled Course Agreement—and all required enclosures—and forwards it to the supervising instructor.
4. The Instructor approves the plan by forwarding the completed Agreement to the Academic Dean.
5. Upon approval by the Academic Dean, he or she will forward the completed Agreement to the office@shiloh.edu explicitly stating in the email that the Agreement is approved by both the Instructor and Dean.
6. After receipt of registration confirmation, the Student pays the standard course tuition **as well as a \$55 non-scheduled course fee.**

Add/Drop Policy

Adding Courses

Courses added after the official registration period (see Academic Calendar) are subject to class availability, class size restrictions, and adequate time for the student to become prepared for the first week of class. A \$20 late registration fee will be charged for courses added after the official registration period.

To add a class after the close of the official registration period contact the Registrar's Office. As usual, wait to receive a registration confirmation before purchasing any materials.

Dropping Courses

Courses may be dropped through the end of the second week of classes. A dropped course will not hold an academic penalty nor appear on the final transcript. Beginning the third week of classes through the mid-term deadline, drop/withdrawal forms received will be processed as a withdrawal. A withdrawal does not impact grade point average but does impact attempted credit hours and will appear on transcripts. Please consult the Academic Calendar for each trimester's specific drop and withdrawal dates. Please consult the Refund Policy for applicable refunds.

Students may notify the administrative office* of their intention to drop or withdraw from a course in any manner. However, we request that students submit a Drop/Withdrawal Form in order to ensure that all the necessary information has been received and to expedite the refund process. The financial office will follow up regarding any applicable refunds.

Program Withdrawal Policy

If a student wishes to withdraw from the University, he or she may notify the administrative office* in any manner. However, we request that students submit a Drop/Withdrawal Form in order to ensure that all the necessary information has been received and to expedite processing. The student's current enrollment at the time of University withdrawal will be processed according to the Dropping Courses policy. Please consult the Refund Policy for applicable refunds.

* The Admissions Office or the Registrar's office. Communications sent to instructors, advisors, or student services will not be considered official notification.

STUDENT POLICIES

Grading

Credit/No Credit

Personal Enrichment classes are offered on a credit/no credit basis only. No final grades are given beyond credit/no credit. Credit is awarded only if a student earns a cumulative total of 60% or more of the available points in the course. No specific test or assignment is required for credit to be earned. Credit earned is not transferable academic credit; it cannot be applied to a degree program.

Grade Point Average

- Grade point average (GPA) is the indicator of a student's academic performance.
- The GPA is calculated for all courses taken by the student during enrollment for a specific program. It reflects the student's performance for all trimesters up to the latest term of study.
- Grades A through F are counted in the student's cumulative GPA.
- GPAs are calculated up to two decimal digits, with any third decimal digit truncated.
- The GPA is shown on a student's transcript.
- To graduate with a graduate-level degree, a cumulative GPA of 3.0 or higher is required.
- To graduate with an undergraduate level degree a cumulative GPA of 2.0 or higher is required.

Grading Policy

- Letter grades are assigned for courses taken at a degree level.
- Grades are assigned by the instructor based upon examinations and other coursework identified in the syllabus.
- The instructor reserves the right to change or modify the syllabus during the trimester. Any such changes will be announced.
- Grades are sent to the Registrar's Office for entry into the student's academic record.
- No grade is official until it is published in the student's academic record.
- Undergraduate and Graduate students attaining a D- (0.67 GPA) or better earn credit units for the course.
- Doctoral students attaining a C- (1.67 GPA) or better earn credit units for the seminar.

- Students may repeat a course (one time only) to improve a C or below.

Grading Criteria

Grade	Score	Percent	Rating
A	4.00	93-100	Excellent
A-	3.67	90-92.99	
B+	3.33	87-89.99	
B	3.00	83-86.99	Above average
B-	2.67	80-82.99	
C+	2.33	77-79.99	
C	2.00	73-76.99	Average
C-	1.67	70-72.99	Passing for Doctoral
D+	1.33	67-69.99	
D	1.00	63-66.99	
D-	0.67	60-62.99	Passing for Undergraduate and Graduate
F	0.00	0-59.99	Failure – No credit for coursework
X			Dropped course by drop date (does not impact grade point average and will not appear in the final transcript)
W			Withdrawal permitted after drop date until the midterm deadline (does not impact grade point average but does impact attempted credit and will appear on transcript)
WF	0.00		Withdrawal after the midterm deadline will be counted as an F in the computation of the grade point average
WP			Withdrawal after the midterm deadline while the student was passing the course at the time of withdrawal (does not impact grade point average but does impact attempted credit and will appear on transcript). Requires successful petition by the student. Only administered for extraordinary circumstances and a limited number of times per program (see Withdrawal After Midterm Policy)
I			Incomplete (does not impact grade point average until completion or conversion to grade)

IP			In Progress – For graduate/doctoral projects spanning more than one trimester
P			Pass – Satisfactory (does not impact GPA)
NP			Non-pass – Less than satisfactory (does not impact GPA)

Student Privacy

FERPA Statement

Student records are protected under the Family Educational Rights and Privacy Act (FERPA) of 1974. Faculty, staff, and student workers have access to education records for the sole purpose of performing their jobs professionally and responsibly. They have a responsibility to protect the confidentiality of education records in their possession, regardless of the medium in which the records are presented.

Student Privacy Policy

Education records are considered confidential and may not be released without the written consent of the student. School officials must protect the privacy of education records and not disclose personally identifiable information about a student or permit inspection of the student's records (by a third party) without his or her written consent. A Student Academic Record Release Authorization form may be obtained from the Registrar's Office.

Posting of education records (e.g., grades) using the student's name, student ID number, or any portion of the social security number violates FERPA. For example, it is inappropriate for instructors to display a group list of the grades for a particular test in a way that allows a student to identify another student's grade.

Student Identity

Identity Verification

Shiloh University has a responsibility to verify the identity of applicants and students. Considering the online learning nature of Shiloh University's programs, this will be done as part of the application process and on a periodic basis throughout students' studies.

Proctored Exams

A certain number of proctored exams and assignments are required throughout each program of study. The proctoring process is intended to assure that the student who completes the proctored examination or assignment is the same person who enrolled in

the prescribed program and that the results will reflect the student's own knowledge and competence in accordance with stated educational objectives.

Student Conduct

Academic Integrity and Plagiarism

Students are encouraged and expected to perform at the highest level possible. This expectation encompasses academic honesty, disinclination to take shortcuts, and refusal to participate in any activity that is commonly defined as cheating or plagiarism. Shiloh University considers all instances of academic fraud as serious academic misconduct. Cheating on assignments or tests violates academic integrity.

- To cheat on an assignment includes, but is not limited to, using materials or sources explicitly forbidden by the instructor (including the use of ideas and work of other students when forbidden) and assisting students in cheating as defined above.
- To cheat on an exam includes, but is not limited to, using books, notes, or other materials not explicitly permitted by the instructor when taking the exam; copying another student's work; using copies of examination material (whether stolen or accidentally obtained) in preparing for an examination when the instructor has not made these materials public by prior distribution; helping another student to cheat in any of the aforementioned ways.

Plagiarism is a serious academic offense. Plagiarism is defined as claiming original authorship of intellectual material produced by another person. It includes, but is not limited to, the following:

- Copying of passages from published or unpublished works of others into an assignment, paper, discussion posting, or thesis without proper referencing by citations, quotation marks, and bibliographic references
- Paraphrasing another person's ideas, theories, or opinions without proper referencing
- Using another person's graphics or pictures without proper referencing
- Submitting the same work to more than one course, unless prior permission to do so has been given in writing. If permission is given, the prior work must be cited in the new work.

Repeated cases of plagiarism or cheating may result in suspension or expulsion from the University.

Reporting Plagiarism

If the instructor suspects that plagiarism or cheating has occurred, the instructor will contact the student directly to discuss the incident, confirm whether there was plagiarism/cheating, and determine the course of action.

If the instructor determines that plagiarism or cheating has occurred,

- The instructor will provide written notification to the student via the student's university email account.
 - The work in question will be assigned a grade of "F," or zero points.
 - The student will not be allowed to rewrite or resubmit work to compensate for grades assigned as a result of plagiarism or cheating.
- The instructor will provide a written incident report to the Registrar, who will notify the appropriate Academic Dean.
 - The report will include details of the incident along with a summary of related communication between the instructor and the student.
 - This documentation will become part of the student's permanent academic record.

Appealing a Decision

As a human community, we all make mistakes. Students at Shiloh University have, without fear of penalty or reprisal, the right to pursue an appeal of the academic decision. If the student disagrees with the instructor's decision and the student's concern is not resolved after communicating with the instructor, the student can:

- Appeal to the appropriate Academic Dean within two days of receiving written notification from the instructor. The appeal shall be done in writing, via the Dean's university email account.
- The appeal must include (1) a summary of the incident and (2) the student's explanation of why the student disagrees with the instructor's determination.

The Academic Dean will review the student's appeal and notify the student, instructor, and Registrar of one of the following possible decisions:

- The student has been cleared of suspicion. The student's assignment will be graded without any penalty related to plagiarism or cheating.
- The student has admitted guilt and will receive a zero or an "F" for the assignment.
- The student has admitted guilt and will redo the assignment with an appropriate penalty assessed.
- The student does not admit guilt and will be assessed an "F" for the entire course.

If the student disagrees with the Academic Dean's decision, the student can appeal to the Vice-President of Academics, following the same process as the appeal to the Academic Dean.

Code of Conduct

Shiloh University is a Christian school. As such, faculty, staff, and students are expected to uphold the University's statement of faith and to behave in a manner reflective of the Gospel of Christ.

Course Conduct and Etiquette

Academic engagement requires a commitment to respecting the opinions of others, remaining open-minded to new perspectives, and consistently using personal values to guide decisions. This is not to say that all views are equal—nor that they are all valid. Nevertheless, the ability to thoughtfully and respectfully engage in differing viewpoints is an important aspect of academic growth.

The following netiquettes apply in discussion forum participation and all papers written for Shiloh University:

- If you feel the need to agree or disagree with the instructor, your classmates, or the course materials, do so respectfully by acknowledging the valid points in their arguments.
- Acknowledge that everyone is entitled to have his or her own perspective on the issue.
- Refrain from using the online classroom as your platform to advocate special causes.

- Avoid angry, sarcastic, or defensive tones. Instead, use a polite and indirect approach when addressing confronting remarks.
- Avoid judging people or their work, even if you strongly disagree with their position—remember that “with the judgment you pronounce you will be judged, and with the measure you use it will be measured to you” (Matt. 7:2).

In order to ensure that Shiloh University courses provide a safe and positive learning environment, students and faculty are expected to be respectful of each other. Any of the following may be grounds for a formal warning and possible dismissal:

- Failure to maintain a respectful attitude in University courses and communications.
- Engaging in conduct that is deemed disruptive to the learning of others.
- Making defamatory statements that deliberately misrepresent others.
- Promotion of an attitude or lifestyle that is contrary to the Scriptures and the University’s Statement of Faith.

Harassment or Discrimination

Shiloh University is a multicultural community sharing the Christian affirmation of the absolute God-given worth and dignity of each individual. The affirmation is expressed in the policy of the University to forbid harassment or discrimination based on gender, race, color, national origin, ancestry, age, marital status, physical or mental handicap, disability, or military status.

The University affirms that racially motivated acts of discrimination are contrary to the Christian faith. The University affirms that all forms of discrimination and harassment diminish the dignity and impede the academic freedom of members of the University community. The University is committed to providing and maintaining a positive learning and working environment, free of discrimination and harassment for all students, staff, faculty, and other members of the University community.

Sexual Harassment, Abuse, or Assault

It is Shiloh University’s policy to provide students and employees with an environment for learning and working that is free of sexual harassment. All students and employees are entitled to be treated with dignity and respect.

University administrators are responsible for assuring that effective measures are taken to implement this policy’s procedures. It is a violation of this policy for any member of the University to engage in verbal or physical sexual harassment. It is a violation of this policy for any member of the University community to make an intentionally false

accusation of sexual harassment. Any person who has been accused of sexual harassment pursuant to the terms of this policy who retaliates against his or her accuser in any manner will be charged with violating this policy as well.

Non-Academic Dismissal

Individuals who violate the University's stated Code of Conduct will be disciplined and potentially subjected to further corrective action up to and including termination or expulsion. Therefore, Shiloh University expects that all relationships among students, staff, faculty and other members of the University community will be free of discrimination and harassment.

Complaints/Grievances

Administrative or Academic Grievances

Shiloh University encourages any member of the University community, including students, faculty, or staff, who has a formal complaint or a grievance to first direct his or her complaint or grievance to the faculty, staff, or administrator involved.

Should the complaint or grievance not be resolved at that point, or should the member not feel comfortable directing the complaint or grievance to the person involved, then the individual with the complaint or grievance should complete a General Complaint/Grievance Form. Submit academic grievances to the Vice President of Academics and administrative grievances to the President.

The University will respond to the individual filing the complaint within 30 days of receiving the completed form.

Harassment or Discrimination Grievances

Any member of the University community, including students, faculty, or staff who believes that he or she has experienced discrimination or sexual harassment or who witnesses what he or she believes to be discrimination or sexual harassment should contact the President of the University.

Filing Grievances with Outside Organizations

If an individual feels that the grievance has not been resolved after following the University grievance process, he or she may appeal the grievance to the appropriate external agency.

Accreditation

The University is accredited by the Distance Education Accrediting Commission (DEAC) and is therefore obligated to follow all standards and responsibilities of accredited status. Any individual who believes that Shiloh University is noncompliant with DEAC standards and/or procedures may file a complaint form through [DEAC's complaint process form](#).

Consumer Protection

Students who feel their rights as consumers of higher education have been violated, or that the University has conducted itself in a manner that is not supportive of their educational experience, must register their complaints with the Iowa College Student Aid Commission (ICSAC). ICSAC is the state agency responsible for licensing the University's courses and programs for Iowa residents as well as residents of all SARA-Compact participant states.

Complaints should be submitted to the Iowa College Student Aid Commission (address below) via their [Student Complaint Form](#).

Iowa College Student Aid Commission
475 SW 5th St., Suite D
Des Moines, IA 50309
Phone: (877) 272-4456, option 4

For whatever state where a student may reside, for more information regarding the student complaint process, please see [How to File a SARA Student Complaint](#).

Family Education Rights and Privacy Act (FERPA)

It is the intent of Shiloh University to fully comply with the guidelines established by the Family Education Rights and Privacy Act (FERPA). Students are encouraged to report any of the following violations:

- **Access to Student Records**
The University has failed to comply with his or her request for access to education records.
- **Amendment of Student Records**
The University has failed to respond to his or her request for amendment of inaccurate information in education records or has failed to offer the student an opportunity for a hearing on the matter.

- **Disclosure of Records**

The University has improperly disclosed personally identifiable information from his or her education record to a third party.

Grievances involving an alleged University violation of FERPA are to be reported to the Family Policy Compliance Office. An eligible student may obtain a complaint form by calling (202) 260-3887. Once the form has been completed, it is to be mailed to Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington DC 20202-8520.

Military Tuition Assistance & Veterans Affairs (GI Bill)

Any service members, veterans, spouses, and other family members of military students wishing to submit a complaint about the University administration of military or veteran aid programs, or a possible violation of the Principles of Excellence established by Executive Order 13607, they may do so through the [Postsecondary Education Complaint System \(PECS\)](#).

Student Services

Shiloh University strives to provide comprehensive student services from orientation and course registration to graduation. Here are some ways students are supported throughout their programs, both inside and outside their courses.

Orientation

New students at Shiloh University are required to complete an Online Orientation to be completed by the end of the student's first trimester of enrollment. The orientation is not a credit-bearing course but must be completed by the end of the first trimester. The Registrar will confirm the completion of the orientation before allowing ongoing enrollment (i.e. the next trimester). Each student will be alerted to the requirement in the admission process and in the Student Information Center in the online classroom. The orientation includes an introductory video, from the Vice President of Academics, welcoming students to the university, pointing out the resources available to them (library, writing center, and student information center), and emphasizing their importance. The orientation also addresses keys to student success.

Advising Services

Student Services begin with a comprehensive orientation to the resources and support services available to students throughout their program of study. Academic Advisors make regular connections with students throughout the program to answer questions,

provide guidance in course progress, and discuss how courses and projects can best meet student educational and vocational goals.

Shiloh University does not guarantee job placement or provide job placement services, but advisors are passionate about helping students find applications for their studies in their personal lives and communities.

Instructor Services

University instructors strive to provide a meaningful educational experience in every course. Faculty members are not only knowledgeable in their fields of expertise, but they draw on invaluable practical experience in order to impart the subject matter with real-world application. Instructors are active in course discussions, provide individualized feedback on written assignments, and are always available for course-related student assistance.

Administrative Services

From the application process to graduation planning, the administrative staff is determined that students have seamless support. The registrar's office and admissions staff are always available to answer questions and online course technical support is available. Students also have access to the e-Library and Writing Center.

Disability Accommodation Services

Shiloh University is committed to providing accessible education whenever possible to the disabled community. The University website and online classroom both support audio/visual assistance tools and other accessibility needs in accordance with Web Content Accessibility Guidelines (standard 2.0, Level AA). Any accessibility-related issues with the University website or online classroom should be communicated to Student Services (student-services@shiloh.edu).

If a student feels he or she needs additional accommodations, Shiloh University is happy to meet these requests whenever reasonably possible. Students requesting accommodation must complete an Accommodation Request Form and submit it to Student Services (student-services@shiloh.edu) in accordance with the University Disability Policy. After review, the Student Services Coordinator will work with the student to establish an accommodation plan to best meet his or her need. This plan will then be communicated to the student's instructor(s) on a trimester basis.

Change of Contact Information

In order for Shiloh University to assist students adequately, it is important that students provide current and accurate contact information. Students and alumni can make appropriate changes to their contact information including residing address, phone number, email, and other information by emailing office@shiloh.edu

Student ID Cards

Student ID cards are issued by request only. Students can submit their requests by sending an email to office@shiloh.edu.

Graduation Ceremony

Graduating students are encouraged to attend the University's annual commencement ceremony, but attendance is not a requirement for graduation. Commencement is typically held annually in late June. Graduating students are notified of the graduation details via email and a letter in the months leading up to the ceremony. The letter includes instructions on how to prepare for the ceremony and other pertinent details. Graduates will be notified of fees that will be applied to the student's account based on his or her choice of regalia rental, diploma printing fees, and other graduation-related expenses.

COURSES

Undergraduate Courses

Business/Management

BS 313 – Coaching and Mentoring for Business – 3 units

Coaching and Mentoring for Business focuses on transformation through listening, coaching, and mentoring within the realm of business. Coaching and mentoring are such prevalent practices in business, education, and health organizations that workers are likely to find themselves acting as mentor/coach or having a mentor/coach. Coaching theory and skills will be presented through the *Co-Active Coaching* model that helped define professional coaching. Students will become familiar with practical tools to design and manage formal mentoring partnerships. The main goal of the course is to equip students with the knowledge and skills to make the most of coaching and mentoring relationships.

Church History

CH 301 – Survey of Church History – 3 units

Survey of Church History surveys the history of the Christian Church from the Apostolic Age to the present. The student will learn about the key persons, issues, and events of each age of the church; discover the impact these persons and events had on each other, and identify their impact on the church of today. In addition, the student will examine the influence of the Holy Spirit in the history of the Christian Church.

CH 304 – Spiritual Outpourings and Revival – 3 units

Spiritual Outpourings and Revival gives students an overview of the spiritual outpourings and revivals in North America and the world during the 20th century. The course traces three of the major revivals of the past century. The student will learn about the background, people, places, and events that surrounded these revivals and discover the continuing impact of these revivals on Christianity. This course uses the study of the past to provide a foundation for the present.

General Studies

GS 251 – Your Christian Vocation – 3 units

Your Christian Vocation provides the student with the opportunity to practice the knowledge, skills, and abilities learned as well as the Christian worldview received, in a practical context. This course attempts to expose the students to practical concepts related to effectively expressing one's Christianity in a vocational setting.

History

HI 220 – World Religions – 3 units

World Religions provides an introduction to the academic study of major teachings, beliefs, and devotional practices of religions around the world. Students will develop the ability to think critically about conflicting religious claims and gain knowledge of the history and culture of several major religious traditions. The course also deals with some of the essential differences and similarities which exist among each religious tradition and points to the uniqueness of each of them.

Humanities

HU 211 – Reading the Bible – 3 units

Reading the Bible gives the student the opportunity to read through the Bible from Genesis to Revelation with minimal focus on doctrine or detailed analysis. The primary text for this course is the Bible. However, Ryken's Bible Handbook by Leland Ryken, Philip Ryken, and James Wilhoit provides background for each of the Bible books and gives tips for reading. Ryken's Handbook also adds an extra dimension to the course by highlighting the variety of literary genres used in the Scriptures.

Ministry Studies

MT 301 – Spiritual Formation – 3 units

Spiritual Formation presents a study of various spiritual disciplines that help foster the spiritual formation of a Christian believer. Each discipline will be studied through the lens of the Scriptures, the course textbook by Richard Foster, *Celebration of Discipline*, and additional readings that provide a strong foundation for spiritual formation. While the disciplines in themselves are not an end result, they can facilitate an exposure to God that brings transformation and spiritual maturity.

MT 305 – Introduction to Biblical Interpretation – 3 units

Introduction to Biblical Interpretation provides an overview of the historical and cultural background and the literary genres of the Bible as a foundation for the study of Scripture. The student will study the integration of history, literature, and theology to ensure a proper interpretation of the Bible. The student will gain insights into the various genres of Old and New Testament literature and the best guidelines to interpret each type. This course will explore various applications of these truths.

MT 309 – Missions and Evangelism – 3 units

Missions and Evangelism offers a dual focus. It begins with a study of how the Great Commission (Matt. 28:16-20) to the Christian Church has been viewed and fulfilled throughout history. This course covers a broad sweep of missionary and evangelistic outreach in church history, from the Early Church to modern-day churches. For several weeks it focuses on missionary-eras and particularly on the life and work of specific missionaries and evangelists. The course concludes with a series of studies concerning the necessity for and practicalities of evangelism. Through these studies, students are guided to find their belief and expression in fulfilling the Great Commission in this day.

MT 310 – Divine Healing and Miracles – 3 units

Divine Healing and Miracles will address the history, teachings and accounts, and application of divine healing and miracles found in the Scriptures. The student will explore the workings of these gifts throughout the history of the Church; and examine the purpose, motivation, and process for these divine gifts.

MT 311 – Principles of Spiritual Care – 3 units

Principles of Spiritual Care provides a biblical Trinitarian foundation for Christian counseling and ministry. It explores the “why” behind the “what” and “how.” This course will explore how the understanding of God as a “being in relations” impacts spiritual care and ministry. This course will develop a theological basis for spiritual care.

MT 412 – Biblical Curriculum Development – 3 units

Biblical Curriculum Development guides the student in planning a series of Bible studies and sermons. The student will study principles of effective teaching, including planning, preparation, and presentation. The course will present opportunities to prepare inductive and deductive study outlines. The student will

learn how to identify the “big idea” of an individual study or series of lessons, and how to develop content around that idea. For a series of lessons or sermons, the student will identify the topic, goal, objectives, and lesson outlines.

New Testament

NT 301 – Introduction to the New Testament – 3 units

Introduction to the New Testament is a study of the background, content, and basic themes presented in the New Testament documents. Our purpose is to come to an understanding of the message of the New Testament that will provide a basis for personal growth and an ability to explain the Scriptures to others. We will become familiar with the main themes of each of the books of the New Testament. In addition, woven into the class is our study of importance.

NT 313 - Jewish Background of the Parables – 3 units

Jewish Background of the Parables offers a study of the parables of Jesus in the Synoptic Gospels and early non-canonical literature from a Jewish literary and historical perspective. Special attention is given to parallel parables in the Hebrew Bible and rabbinical literature. This course also surveys different methods of interpreting Jesus's parables. Then a free model which draws on the best insights of each method is applied to each parable in the Gospels. Conclusions are drawn concerning the theology and significance of Jesus's teaching with consideration given to the present-day application.

NT 404 - The Gospels / The Life of Christ – 3 units

The Gospels / The Life of Christ introduces the student to the four canonical Gospels as well as to the historical Jesus. The course materials include substantial attention to significant arguments, theories, and paradigms of Gospel scholarship.

Old Testament

OT 301 – Introduction to the Old Testament – 3 units

Introduction to the Old Testament is a study of the background, content, and basic themes presented in the Old Testament documents. The purpose of this course is to help the student interact with the message of the Old Testament as a basis for personal growth and to give the student the ability to explain the Scriptures to others. We will become familiar with the main themes of each of the books of the Old Testament. Woven into the class is a study of important

background issues and theological themes. These include the role of archeology in the study of the Old Testament, the geographical importance of the land of Israel, the role of covenant in the story of the nation of Israel, and the preparation of the world for the coming of Jesus the King.

OT 302 – Historical Geography of Israel – 3 units

In *Historical Geography of Israel*, the students will learn about the geographic regions of Israel and how the geography affected the lives of peoples who lived there in biblical times. The student will study the context of the surrounding regions and civilizations that played a huge role in the history of the Promised Land. There will also be an opportunity to apply historical and geographical information to selected biblical texts and stories.

Pastoral Leadership

PL 401 – Foundations of Liturgy – 3 units

Foundations of Liturgy will cover the practices of a church for public worship. The student will gain a comprehensive view of the scriptural principles involved in Christian liturgical practices historically and today. The course begins with a study of the New Testament Church gatherings. Using Old Testament examples and New Testament teaching, the student will proceed to analyze the basic elements of church gatherings, as well as principles and keys for leading congregants in a service. The student will be provided with practical, Spirit-led guidelines. Students will be coached in simple applications of these principles. These topics are studied primarily via the lens of the Scriptures, the course textbooks, and readings from selected practitioners.

PL 410 – Stewardship and Administration – 3 units

Stewardship and Administration will guide the student through an analysis of the qualities of an effective leader and the requirement of faithful stewardship in the church. Topics covered in this course include leadership, delegation, administration, stewardship, church finances, church records, and risk management.

Social Science

SS 202 – Principles of Interpersonal Relationships – 3 units

Principles of Interpersonal Relationships teaches a holistic, integrated, principle-centered approach for a student's personal and professional life.

Universal principles such as fairness, personal integrity, honesty, and human dignity, provide the foundation for effective interpersonal relationships. Students will be introduced to quality life habits and have the opportunity to internalize them through personal exercise, video presentations, Scriptures, and spiritual teaching.

SS 205 – Cultural Anthropology – 3 units

Cultural Anthropology is an introduction to the anthropological study of different cultures. This course includes ways of comparing and contrasting social relationships and belief systems that operate in different cultural settings. Students will explore the world views and belief systems of other peoples and reflect on their own multi-cultural experiences in order to be better equipped to move and relate in their own local church or elsewhere. This course will also cover issues of tourism.

Note: Because Marsh Smith, Ph.D., the author of the course, is a China scholar and has written about some of the issues covered as they occur in China, this course will have more about China than other parts of the world.

Theology

TH 301 – Theology 1 – 3 units

Theology 1 introduces students to theological thinking that begins in the life of God, is witnessed to in the Bible, and articulated in the life and ministry of Jesus Christ as sent from His Father. We will discuss the nature of humanity created in God's image but afflicted with sin and needing God's restorative work. The student will learn to think out of the life of God witnessed to in the Bible and made evident in the revelation of Jesus Christ, as well as to discern inadequate presentations, all in order to serve God in the life of the church and world.

TH 302 – Theology 2 – 3 units

(Prereq: TH 301)

Theology 2 continues the task of theological thinking that begins in the life of God. We will explore the person and work of the Holy Spirit, the place of Scripture in theological thinking, the life of the Christian in response to God, the life of the church, and the direction in which the Triune God is moving history. The student will learn to think out of the life of God witnessed to in the Bible to discern inadequate presentations, all in order to serve God in the life of the Christian Church and the world.

Graduate Courses

Biblical Languages

BL 501 – Biblical Hebrew 1 – 4 units

An introductory course to *Biblical Hebrew*. Students will gain a basic understanding of grammar, syntax, and vocabulary. The course focuses on learning and pronouncing the alphabet, vowels, different parts of speech, nouns and verb inflectional forms, and building vocabulary. It provides the necessary foundation for developing skills needed to read, understand, and interpret Classical Hebrew Scriptures. Having the ability to read the Hebrew Bible will enhance knowledge of Hebraic culture, reinforce and further knowledge of other religious disciplines, increase knowledge of student's own language, enhance personal devotion, serve as a useful tool for the study of other Hebraic texts, and allow for an informed and powerful teaching and preaching ministry.

BL 502 – Biblical Hebrew 2 – 4 units (Prereq: BL 501)

Biblical Hebrew 2 is a continuation of the introduction to Biblical Hebrew 1. The second level launches the student into a solid reading and understanding of elementary Biblical Hebrew. It empowers the learner to read and translate simple Hebrew Scriptures. The course will enhance and deepen the knowledge gained in the first course, increasing both the vocabulary and the understanding of grammar, morphology, and syntax. Emphasis is given to building new vocabulary and learning new noun and verb inflectional forms in the remaining Hebrew stems. Additional elements of Hebrew grammar are studied through reading Scriptures, writing short sentences, and speaking exercises. The course provides additional necessary foundations for developing the skills needed to read and translate the Hebrew Bible, enhance personal devotion, and allow for stronger and effective teaching and preaching ministry.

BL 503 – Biblical Greek 1 – 4 units

The goal of *Greek 1* and *2* is to equip students with a basic working knowledge of Koine Greek. An understanding of Biblical Greek will be a valuable tool in your personal study of God's word in your ministry. The course will present an introduction to Koine Greek, with an emphasis on grammar, syntax, and vocabulary as used in the New Testament. Introduction to Biblical Greek is a 2-trimester course. Both trimesters are required to be taken consecutively.

BL 504 – Biblical Greek 2 – 4 units

(Prereq: BL 503)

The goal of *Greek 1* and *2* is to equip students with a basic working knowledge of Koine Greek. An understanding of Biblical Greek will be a valuable tool in your personal study of God's word in your ministry. The course will present an introduction to Koine Greek, with an emphasis on grammar, syntax, and vocabulary as used in the New Testament. Introduction to Biblical Greek is a 2-trimester course. Both trimesters are required to be taken consecutively.

Church History**CH 501 – Survey of Church History – 3 units**

Survey of Church History surveys the history of the Christian Church from the Apostolic Age to the present. The student will learn about the key persons, issues, and events of each age of the church; discover the impact these persons and events had on each other, and identify their impact on the church of today. In addition, the student will examine the influence of the Holy Spirit in the history of the Christian Church.

CH 504 – Spiritual Outpourings & Revival – 3 units

Spiritual Outpourings and Revival gives students an overview of the spiritual outpourings and revivals in North America and the world during the 20th century. The course traces three of the major revivals of the past century. The student will learn about the background, people, places, and events that surrounded these revivals and discover the continuing impact of these revivals on Christianity. This course uses the study of the past to provide a foundation for the present.

Education**EDU 501 – Philosophical Foundations of Education – 3 units**

Philosophical Foundations of Education provides a study of the implications of various schools of philosophical thought for educational practice, particularly as it relates to the nature of the learner, the role of the teacher, curriculum development, and instructional methods. Students identify and describe their own philosophy of education.

EDU 502 – Learning Theory and 21st Century Learners – 3 units

Learning Theory and 21st Century Learners examines the roles of educators and students in the learning process and the impact of the interactive classroom environment on learning. Major theories concerning the learning process and their implications for the instructional process are investigated.

EDU 503 – Compassion, Thriving, and the Ethic of Care – 3 units

Compassion, Thriving, and the Ethic of Care examines the moral and humanistic dimensions of educational leadership by exploring how ideas about compassion, thriving, and happiness have emerged from both Western and Eastern traditions. Students will explore how emotions, an ethic of care, and stress affect students and teachers in educational environments.

EDU 504 – Leading Change in Education – 3 units

Leading Change in Education serves to help educators better understand change in educational and organizational settings. Because of the varying contexts that comprise education systems, this course seeks to broaden perspectives on change so that educators may be better prepared for meeting the needs of diverse groups of learners in an ever-changing educational landscape.

EDU 505 – Introduction to Practice-Based Research – 3 units

An *Introduction to Practice-Based Research*, students will explore their roles as change agents and examine how their actions as leaders influence people, systems, and themselves. They will be given the opportunity to enhance their skills in locating and evaluating the literature of the field and designing and implementing a practice-based change project.

EDU 510 – Foundations of Educational Technology – 3 units

Foundations of Educational Technology introduces the broad issues guiding professional instructional design and technology practice. Students will explore the definitions and applications of technology as they relate to instruction and consider whether specific technologies are reserved for certain people, certain subjects, and certain educational ends. Students will investigate the relationships between technology, learning, and power, examining the consequences of linking learning theories to the Internet and other Communication Technologies (ICTs).

EDU 511 – Digital Communications – 3 units

Digital Communications introduces students to a variety of digital communication platforms and the creative techniques and technical skills used in digital communication production. Students will explore ethical issues related to digital media production as well as the historical, economic, and social contexts within which contemporary digital platforms operate.

EDU 512 – Instructional Design and Development – 3 units

Instructional Design and Development focuses on the instructional design behind the creation of websites, apps, webinars, online courses, workshops, or interactive exhibits. Students will explore the creative process that uses learning theories and frameworks, project-planning, content expertise, communication, writing, and technology to architect experiences for today's learners.

EDU 513 – Emerging Trends in Technology – 3 units

Emerging Trends in Technology is designed to introduce students to current trends and issues in educational technology and how these trends affect curriculum and instructional settings. Students will take a constructivist approach to develop a leadership vision for implications of past, current, and future developments in educational technology.

EDU 514 – Capstone Project in Instructional Design and Technology – 3 units

The *Capstone Project in Instructional Design and Technology* provides students the opportunity to apply, integrate, and synthesize key concepts learned from courses in the program of study by developing an integrative electronic portfolio of signature assignments, critical self-reflection, and digital storytelling.

EDU 520 – Leadership Theory and Practice in Education – 3 units

In *Leadership Theory and Practice in Education*, students examine multiple leadership theories and analyze their key principles, including the qualities, characteristics, and traits of effective leaders; the purpose and goals of leadership; the roles and responsibilities of leaders; the nature of people; and techniques, methods, and strategies for effective leadership. Students will develop an individualized philosophy of leadership that communicates their values and beliefs.

EDU 521 – Educational Ecology: Creating Environments for Thriving – 3 units

Educational Ecology explores the theories and practices of school culture and change by analyzing the school as a dynamic organism reflecting a system of

values, ideology, and relationships. The goal of the course is to enhance school communities as environments in which students, teachers, and administrators can thrive.

EDU 522 – Leadership for Access and Equity in Education – 3 units

In *Leadership for Access and Equity in Education*, students will explore how education can help create more fair and equitable societies, ultimately contributing to high-performing educational systems. Students will examine multiple efforts and perspectives on equity at local, state, national, and global levels. Students will focus on actions they can take in their school communities to create more accessible and equitable environments for all.

EDU 523 – Educational Entrepreneurship – 3 units

In *Educational Entrepreneurship*, students will critically examine the contributions of social entrepreneurs to expanding educational opportunities throughout the world. Students will explore and develop an appreciation of the way social entrepreneurs steer innovations in a social and political process, generate and mobilize resources, negotiate partnerships with the public sector, and create and sustain organizations to support the innovation and transition toward institutionalization and long-term sustainability.

EDU 524 – Capstone Project in Educational Leadership – 3 units

The *Capstone Project in Educational Leadership* provides students the opportunity to apply, integrate, and synthesize key concepts learned from courses in the program of study by developing an integrative electronic portfolio of signature assignments, critical self-reflection, and digital storytelling.

General Studies

GS 501 – Theological Research and Writing– 3 units

Theological Research and Writing will prepare students for research and writing requirements of future Shiloh University course work. This course will equip students with biblical and theological resources and will teach them how to utilize online tools for cataloging these resources. The students will learn various types and approaches to biblical and theological research; they will also learn how to write a research paper. The course includes a review of basic grammar in preparation for writing research papers, for future studies in the biblical languages, and for the process of biblical exegesis.

GS 520 Master's Thesis – Applied Ministry Thesis 1– 3 units

GS 520 *Applied Ministry Thesis 1* begins the journey of drafting a capstone thesis that will be completed in GS521 *Applied Ministry Thesis 2*. The overall Project demonstrates learning synthesized in the program courses. In this first of the tandem courses, the student must submit and receive approval of the thesis topic, Proposal for the concept of the Project, and submit a full outline of the Project.

GS 521 Master's Thesis – Applied Ministry Thesis 2– 3 units

Applied Ministry Thesis 2 completes the journey of developing, writing, and submitting your Applied Ministry Project. The overall project is to demonstrate learning synthesized from the program courses and the development of a strategy for applying the concepts learned in the student's ministry and cultural context.

Jewish StudiesJS 501 – Exploring Jewish Prayer, Practices, and Thought – 3 units

Exploring Jewish Prayer, Practices, and Thought is a serious attempt to provide students with a broad understanding and appreciation of Jewish Law, Jewish Prayer, and Jewish Ethics. Using a varied selection of books, the course follows the weekly Torah Readings, enabling participants to experience in real-time the Jewish calendar.

JS 503 – Jewish Foundations of Christianity – 3 units

Jewish Foundations of Christianity graduate-level course examines an unexplored, misunderstood, yet vital subject. Christian roots are deeply rooted in the Hebrew Scriptures, as well as the religion, culture, and history of the Jewish people. The course seeks to enhance participants' understanding of the emergence, development and spread of Christianity from Judaism. Explore the complex relationship between the two religions, major traditional Jewish themes, and theologies that influenced the religious life of the early church. The class explores the history of Judaism during the Second Temple period, the Abrahamic covenant, and its relation to the New Testament and the early church. In addition, major ideological conflicts of Jesus, his disciples, and the early church with religious Jewish leaders, the faith and life of the first Messianic Jews, and religious celebrations preserved by the church will also be discussed.

JS 511 – Second Temple Judaism – 3 units

Second Temple Judaism will explore the history and literature of the Second Temple Judaism within the context of changing political powers (516 BCE–70 CE). The students will examine the theological diversity of Second Temple Judaism as reflected in the primary sources, including Apocrypha and pseudepigrapha, Philo, the Dead Sea Scrolls, Josephus Flavius, apocalyptic texts, sapiential literature, and proto-rabbinic corpora. The primary readings will be analyzed with the aid of contemporary tools and methodologies. This course will also discuss the Jewish framework of the New Testament and its reflection of early Jewish customs and beliefs.

Mentored Ministry

MM 501 – Mentored Ministry – 3 units

The *Mentored Ministry* course provides an apprenticeship experience for students to serve in a focused area of ministry. They will interact with a mentor who will direct, encourage, and evaluate their activities as they minister in real-life situations. This training allows for students to apply what they have learned at the university and to draw on the principles taught in their biblical, theological, and ministry practice studies. The students will explore and write about the practice of mentoring in the Scriptures. The student will also write a paper that reflects on their mentoring experience, and on what they have learned in their studies. The reports and papers submitted appropriately reflect the graduate level of this course.

Ministry Studies

MT 501 – Spiritual Formation – 3 units

Spiritual Formation presents a study of various spiritual disciplines that help foster the spiritual formation of a Christian believer. Each discipline will be studied through the lens of the Scriptures, the course textbook by Richard Foster, *Celebration of Discipline*, and additional readings that provide a strong foundation for spiritual formation. While the disciplines in themselves are not an end result, they can facilitate an exposure to God that brings transformation and spiritual maturity.

MT 505 – Introduction to Biblical Interpretation – 3 units

Introduction to Biblical Interpretation provides an overview of the historical and cultural background and the literary genres of the Bible as a foundation for the study of Scripture. The student will study the integration of history, literature, and theology to ensure a proper interpretation of the Bible. The student will gain

insights into the various genres of Old and New Testament literature and the best guidelines to interpret each type. This course will explore various applications of these truths.

MT 506 – Homiletics – 3 units

Homiletics is a course designed to teach the principles of developing and delivering anointed expository sermons. The practical goal of this course is to familiarize students with the principles involved in each step of developing and delivering an expository message; from prayerfully looking to the Holy Spirit for the initial selection of a text, through the development of the main idea, preparing an outline and draft of the sermon, to the oral delivery of the message God is giving.

MT 507 – Biblical Hermeneutics – 3 units

Biblical Hermeneutics is the study of the process of interpreting the Bible. The student will study and practice the use of historical context, cultural context, literary context, and biblical context, as well as the role of original languages in the interpretation of the Bible. The student will also be introduced to the history of biblical hermeneutics and other contemporary approaches to the subject.

MT 509 – Missions and Evangelism – 3 units

Missions and Evangelism offers a dual focus. It begins with a study of how the Great Commission (Matt. 28:16-20) to the Christian Church has been viewed and fulfilled throughout history. This course covers a broad sweep of missionary and evangelistic outreach in church history, from the Early Church to modern-day churches. For several weeks it focuses on missionary-eras and particularly on the life and work of specific missionaries and evangelists. The course concludes with a series of studies concerning the necessity for and practicalities of evangelism. Through these studies, students are guided to find their belief and expression in fulfilling the Great Commission in this day.

MT 510 – Divine Healing and Miracles – 3 units

Divine Healing and Miracles will address the history, teachings and accounts, and application of divine healing and miracles found in the Scriptures. The student will explore the workings of these gifts throughout the history of the Church; and examine the purpose, motivation, and process for these divine gifts.

MT 511 – Principles of Spiritual Care – 3 units

Principles of Spiritual Care provides a biblical Trinitarian foundation for Christian counseling and ministry. It explores the “why” behind the “what” and “how.” This course will explore how the understanding of God as a “being in relations” impacts spiritual care and ministry. This course will develop a theological basis for spiritual care.

MT 512 – Biblical Curriculum Development – 3 units

Biblical Curriculum Development guides the student in planning a series of Bible studies and sermons. The student will study principles of effective teaching, including planning, preparation, and presentation. The course will present opportunities to prepare inductive and deductive study outlines. The student will learn how to identify the “big idea” of an individual study or series of lessons, and how to develop content around that idea. For a series of lessons or sermons, the student will identify the topic, goal, objectives, and lesson outlines.

MT 513 – Practical Crisis Counseling – 3 units

Practical Crisis Counseling will present some of the basic historical, theological, spiritual, and practical foundations for crisis counseling. The functional, pragmatic, and philosophical aspects of crisis counseling will be covered as well. This class will be focused on the practical application of learned principles and behavior in the participant’s unique situations. The goal is that students will gain real-life applications in the local church and other ministry settings.

MT 514 – Pastoral Counseling for Recovery and Restoration – 3 units

Pastoral Counseling for Recovery and Restoration will introduce the student to pastoral support in the pursuit of recovery related to relation-based issues for individuals, relationships, and those coping with life’s challenges. We will begin to explore what it means to be created as persons in relationship and explore how dysfunction arises from several factors, including a lack of understanding, trauma, loss, pain, or self-medication. We will survey the symptoms of relational breakdowns as they present themselves in a variety of addictions, divorces, and family breakdowns. We will attempt to articulate what a healthy relationship entails, how it becomes dysfunctional, and explore the first steps towards recovery and support. This course explores beyond the objective study of a subject. It will require self-reflection, empathetic engagement with other persons, and an honest and vulnerable investigation of what it means to understand yourself and others in the midst of challenging relationships.

*This course has a specific pre-enrollment requirement.

MT 520 – Healing and Deliverance – 3 units

In *Healing and Deliverance*, we will examine spiritual warfare on the personal level. Spiritual warfare can be one of the most misunderstood areas in the church today. In this course, we will gain a better understanding of spiritual warfare and how to engage in it through the weapons of warfare and spiritual authority.

MT 523 – Ministry of Healing and Reconciliation – 3 units

Ministry of Healing and Reconciliation addresses current issues that face the Church today. This course engages pastors in practical means by which they can facilitate ministry to the victims of injustice, racial harmony, and social justice in their church and community. In a world of separatism, sectarianism, and secularism, this course will examine the Church's call to reconciliation. Given that people are both sinners and victims of sin and injustice, this course theologically addresses the sinned against, discusses the ways in which the Holy Spirit ministers healing and justice, and offers practical tools that will help pastors to compassionately minister to the unique pastoral care needs of the sinned against within the context of a safe and healing church community.

MT 526 – Christian Counseling Ethics – 3 units

Christian Counseling Ethics provides a framework for the practice of Kingdom ethics in counseling from a biblical worldview. This course examines how to serve those in need of healing and spiritual care in a professional, ethical manner in the practice of counseling and spiritual care. Such knowledge is intended to promote a commitment to the ethical practice of ministry.

MT 530 – Healing Ministries I – 3 units

Healing Ministries I will introduce students to the concepts and tools of the Sozo inner healing and deliverance ministry model. Students will learn about spiritual foundations such as Culture of Honor, Forgiveness, and Shifting Atmospheres.

MT 531 – Healing Ministries II – 3 units

Healing Ministries II explores the Restoring the Foundations Ministry network of loving, professional ministry teams that help individuals through the process of identifying and ministering to the four sources of our problems that can affect everyone. Applying foundational truths of the Christian faith they seek to minister to the broken, hurting, disenfranchised and those that are desiring

wholeness deep and permanent healing and freedom is the goal. This course will examine the approaches, styles, and tools used to minister healing in the RTF integrated approach.

MT 533 – Spiritual Warfare and Deliverance – 3 units

Spiritual Warfare and Deliverance examines one of three areas of spiritual warfare. One of the most misunderstood areas in the church today, you will see some of the common errors of either ignoring the topic altogether or overemphasizing the power of the enemy. This course will focus on what is the demonic, demonic entry points, how to identify demonic oppression and influence, how to use an entry points survey, and how to conduct an actual deliverance session and aftercare.

MT 536 – A New Era for Apostolic and Prophetic Women – 3 units

A New Era for Apostolic and Prophetic Women will increase the ability of students to impact society. It will also enlarge their capacity to exercise effective leadership. Students will understand the biblical basis for women in leadership, learn how to identify ways to overcome the unique barriers they face as women leaders and gain a greater understanding of how to develop a comprehensive strategy for leadership in their unique setting.

MT 538 – Mothers on the Frontline – 3 units

Mothers on the Frontline assists and encourages students to move beyond the traditional worldview of mothers and leadership to gain a greater understanding of how maternal characteristics create synergy and contribute to effectiveness as a leader and one's ability to ignite transformation and influence culture.

MT 540 – Global Trends and Kingdom Movements – 3 units

In *Global Trends and Kingdom Movements* students will identify and analyze current and developing trends within a global context of constantly shifting conditions created by global health, technological and societal circumstances. Students should enhance their ability to influence trends, lead movements, and shift cultures in their local, and perhaps, regional or greater level.

New Testament

NT 501 – Introduction to the New Testament – 3 units

Introduction to the New Testament is a study of the background, content, and basic themes presented in the New Testament documents. Our purpose is to come to an understanding of the message of the New Testament that will provide a basis for personal growth and an ability to explain the Scriptures to others. We will become familiar with the main themes of each of the books of the New Testament. In addition, woven into the class is our study of important background issues (authorship, dating, etc.), theological themes, and methodologies and applications of each book's concepts to the 21st century.

NT 504 – The Gospels / The Life of Christ – 3 units

The Gospels / The Life of Christ introduces the graduate student to the four canonical Gospels as well as to the historical Jesus. The course materials include substantial attention to significant arguments, theories, and paradigms of Gospel scholarship.

NT 513 - Jewish Background of the Parables – 3 units

Jewish Background of the Parables offers an in-depth study of the parables of Jesus in the Synoptic Gospels and early non-canonical literature from a Jewish literary and historical perspective. It compares and contrasts parallel Jewish parables from the Hebrew Bible and Rabbinical Literature with the parables Jesus used in his ministry. This course also surveys different methods of interpretation of the parables in the New Testament. Then a free model, which draws on the best insights of each method, is applied to each parable in the Gospels. Conclusions are drawn concerning the theology and significance of Jesus's teaching with consideration given to the present-day application.

Old Testament

OT 501 – Introduction to the Old Testament – 3 units

Introduction to the Old Testament is a study of the background, content, and basic themes presented in the Old Testament documents. The purpose of this course is to help the student interact with the message of the Old Testament as a basis for personal growth and to give the student the ability to explain the Scriptures to others. We will become familiar with the main themes of each of the books of the Old Testament. Woven into the class are a study of important background issues and theological themes. These include the role of archeology in the study of the Old Testament, the geographical importance of the land of Israel, the role of covenant in the story of the nation of Israel, and the preparation of the world for the coming of Jesus the King.

OT 502 – Historical Geography of Israel – 3 units

In *Historical Geography of Israel*, the students will learn about the geographic regions of Israel and how the geography affected the lives of peoples who lived there in biblical times. The student will study the context of the surrounding regions and civilizations that played a huge role in the history of the Promised Land. There will also be an opportunity to apply historical and geographical information to selected biblical texts and stories.

Pastoral Leadership**PL 501 – Foundations of Liturgy – 3 units**

Foundations of Liturgy will cover the practices of a church for public worship. The student will gain a comprehensive view of the scriptural principles involved in Christian liturgical practices historically and today. The course begins with a study of the New Testament Church gatherings. Using Old Testament examples and New Testament teaching, the student will proceed to analyze the basic elements of church gatherings, as well as principles and keys for leading congregants in a service. The student will be provided with practical, Spirit-led guidelines. Students will be coached in simple applications of these principles. These topics are studied primarily via the lens of the Scriptures, the course textbooks, and readings from selected practitioners.

PL 505 – Relational Church Planting and Growth – 3 units

Relational Church Planting and Growth examines the dynamics of church planting, development, and growth from a relational model which honors the biblical/theological foundations of the apostolic Church while learning to exegete the congregation, community, and culture in the context of the Lord's kingdom mandate. Attention is given to relational-missional approaches of developing, sending, and serving which may assist in improving multi-generational connections between the life of the Church and its changing context.

PL 510 – Stewardship and Administration – 3 units

Stewardship and Administration will guide the student through an analysis of the qualities of an effective leader and the requirement of faithful stewardship in the church. Topics covered in this course include leadership, delegation, administration, stewardship, church finances, church records, and risk management.

PL 512 – Church Law – 3 units

Church Law allows the student to discover why it is important to have a basic understanding of the law as it pertains to a church and its ministry. The impact of the law continues to grow, and the laws continue to change on a regular basis. In this course, the student will study how the constitution, federal laws, and state laws affect a church. While a complete study of the law is well beyond the scope of this course, the course materials will provide a foundation for understanding how to conduct church affairs in today's legal environment. Such an understanding will assist in avoiding an inadvertent violation of the law, as well as allowing the church and its ministers to take advantage of the opportunities and protections that the law provides. It will also provide a framework for knowing when to seek professional advice and for understanding the answers.

PL 523 – Apostolic Leadership – 3 units

In *Apostolic Leadership* we will examine the gift of apostle and its foundational biblical functions. The emergence of governance models based on the apostolic such as the extended church and apostolic centers will also be a focus. Finally, we will develop methodologies to overcome hindrances to the operation of apostolic models, namely, the spirit of religion and the spirit of poverty.

PL 526 – Five-Fold Ministry Empowerment – 3 units

Five-Fold Ministry Empowerment elucidates the ministry model found in Ephesians 4:11: "He gave some to be apostles, some prophets, some evangelists, pastors, and teachers." This course will examine the differences between a five-fold ministry church and a pastoral church. It will also review the five-fold ministry gifts as the basis of a governance model.

PL 529 – Prophetic Leadership– 3 units

In *Prophetic Leadership*, we will examine the ascension gift of the prophet in the Church today. This course will cover prophetic ministry; however, its primary focus will be the Office of the Prophet, especially as it relates to working with the Apostle.

PL 530 – Apostolic Authority– 3 units

Apostolic Authority will explore the original dominion mandate God gave Adam and Eve and how it applies today to Jesus' teaching on the Kingdom of God and the commission of apostolic authority today. This course will develop a theological basis for the present-day church (Ekklesia) commission for operation in healing,

miracles, deliverance, and spiritual warfare to expand the Gospel of the Kingdom.

PL 532 – Leading from Authentic Identity – 3 units

Leading from Authentic Identity presents the unique challenges of navigating multiple leadership roles, i.e., mother, wife, and marketplace or ministry. Differentiating roles from identity is critical. Participants examine the Leader's personal life with perspectives on ministry and personal formation. This course provides a foundation for the Program, as participants explore the importance of ministerial identity and receive assistance in formulating a viable theology of 5-fold ministry.

PL 590 – Clinical Pastoral Education – 3 units

Clinical Pastoral Education is the student participating in spiritual care through programs accredited by the Association of Clinical Pastoral Education. Emphasis is on the interpersonal relationships of the student under the supervision of certified chaplains. The program chosen will include lectures, interviews, readings, and case presentations, along with individual and group discussions led by chaplains, pastors, and guest lecturers. Taught at approved Association of Clinical Pastoral Education (ACPE) sites. An application needs to be made three months prior to the start of the unit. Some placement sites require a current background check. Additional fees for this course are payable by the student.

Theology

TH 501 – Theology 1 – 3 units

Theology 1 introduces students to theological thinking that begins in the life of God, is witnessed to in the Bible, and articulated in the life and ministry of Jesus Christ as sent from His Father. We will discuss the nature of humanity created in God's image but afflicted with sin and needing God's restorative work. The student will learn to think out of the life of God witnessed to in the Bible and made evident in the revelation of Jesus Christ, as well as to discern inadequate presentations, all in order to serve God in the life of the church and world.

TH 502 – Theology 2 – 3 units

Theology 2 continues the task of theological thinking that begins in the life of God. We will explore the person and work of the Holy Spirit, the place of Scripture in theological thinking, the life of the Christian in response to God, the life of the church, and the direction in which the Triune God is moving history.

The student will learn to think out of the life of God witnessed in the Bible to discern inadequate presentations, all in order to serve God in the life of the Christian Church and the world.

TH 520 – Kingdom Theology and the Seven Mountain Mandate – 3 units

Kingdom Theology and The Seven Mountain Mandate will examine three mandates – the Kingdom Mandate, the Dominion Mandate, and the Seven Mountain Mandate. It will analyze the principles inherent in dominion theology, the Kingdom mandate, and the Seven Mountain strategy within the context of bringing about sustainable transformation to nations.

TH 522 – Theology of Women – 3 units

Theology of Women will increase the students' ability to: integrate their authentic identity with leadership practices, influence, and impact society, and enlarge their capacity for exercising leadership. They will gain a greater understanding of the scriptural basis for women in leadership, increase their ability to identify solutions to the unique barriers they face as women, and enhance their capability to communicate how their kingdom authority connects with effective leadership.

Doctoral Courses

DM 701 – Identity Formation – 3 units

Identity Formation examines the Pastor/Leader's personal life with perspectives on congregation and ministry formation and provides a foundation for the Doctor of Ministry program. Participants explore the importance of ministerial identity, receive assistance in formulating a viable theology of charismatic ministry, and receive a comprehensive orientation to Shiloh University, and the Doctor of Ministry program.

DM 711 – Relational Theology – 3 units

Relational Theology provides the resources and unfolding logic of the relational nature of theology and the resulting implications for the life of the Church. The relational model of thinking arises out of the being and activity of God in the world. The participants will explore how this informs the life of the Church in its worship and mission. They will distinguish a theological understanding of being persons to inform their ministry in order to engage the whole of life in the network of their relations.

DM 721 – Communicating Across Cultures – 3 units

Communicating Across Cultures examines the cross-cultural interaction necessitated by globalization, especially in ministry settings online or geographically diverse that include, ethnically, economically, gender, religious, and a host of diverse factors that require nuanced communication. This course is designed to probe various aspects of cross-cultural communication. Students are encouraged to explore the concepts of storytelling, semiotics, and meal fellowship, and to understand their connections to larger social structures, equipping students to engage with diverse cultures in a hands-on way.

The course equips the participant with an understanding of the underlying theological, sociological, and communication skills necessary to identify and confront the problem of evil in a variety of ministry and cultural settings at home and abroad.

DM 722 – Missional Leadership – 3 units

Missional Leadership examines the transformation of people and institutions to participate, through meaningful relations and in the power of the Spirit, in God's mission. The use of the word transformation presupposes the understanding of leadership as the influence on the thoughts, behaviors, beliefs, or values of people and implies change at an ontological level, as one journeys to new places or experiences. Missional Leadership invites real and profound change.

DM 723 – Ministry of Healing and Reconciliation – 3 units

Ministry of Healing and Reconciliation addresses current issues that face the Church today. This seminar engages pastors in practical means by which they can facilitate ministry to the victims of injustice, racial harmony, and social justice in their church and community. In a world of separatism, sectarianism, and secularism, this seminar will examine the Church's call to reconciliation. Given that people are both sinners and victims of sin and injustice, this seminar theologically addresses the sinned against, discusses how the Holy Spirit ministers healing and justice, and offers practical tools that will help pastors to compassionately minister to the unique pastoral care needs of the sinned against within the context of a safe and healing church community.

DM 751 – Contemporary Trends in Worship – 3 units

Contemporary Trends in Worship provides theology and sets the understanding for biblical worship in the life of the believer, which has at its beginning point a Trinitarian understanding of God. There have been significant changes in

worship practice in the last decades in the Western Church. This seminar will seek to analyze and identify these trends through the lens of Relational Theology and its resulting implications in the life of the believer, especially regarding their union with Christ. The significant issues of theology are discussed in terms of understanding who Christ is.

DM 756 – Creative Conflict Management – 3 units

Creative Conflict Management is a strategic offering in creative conflict management. It focuses upon the complexity of conflict within the community of faith and addresses the approaches and methods useful in managing and resolving conflict. The participant will learn how to approach conflict as an opportunity for growth.

DM 761 – Spiritual and Personal Formation – 3 units

Spiritual and Personal Formation focuses on the understanding and experience of the spiritual life and its disciplines, as defined by the New Testament and the history of the disciples of Jesus. An integrative approach is taken to biblical and theological constructs that help prepare the participant, as a person called into ministry, for the spiritual discipline and discipleship required to fulfill a lifetime call to minister to God's people. Basic historical, theological, spiritual, and practical foundations are considered so that participants can design their own personal approach to spiritual formation and discipleship. A particular focus is placed on the spiritual life and disciplines in the context of the Triune life of God as an overflow to Christian ministry.

DM 766 – The Pastor as Change Agent – 3 units

The Pastor as Change Agent focuses on the dynamics of leading and managing healthy, growing churches. Participants explore various facets of church leadership and management, with special emphasis on implementing practical strategies. Proven ways to empower people and guide their ministries into greater effectiveness will be explored.

DM 791 – Research Clinic 1 – 3 units

Research Clinic 1 is conducted at the start of the first year of the Doctor of Ministry experience. It provides instruction for the researching and writing of the Professional Ministry Research Project. The pre-research clinic involves preparation for the submitting of a Concept Paper for project committee evaluation. Later, in DM792, this Concept Paper will be expanded into a Project Proposal. During the clinic, the Concept Paper is offered to the peer group for

input and evaluation. The pre-research clinic includes instruction in project development, applied research methods, and project proposal writing.

DM 792 – Research Clinic 2 – 3 units

Research Clinic 2 provides instruction for the researching and writing of the Applied Research Project. The participant will expand the Concept Paper into a Proposal. This seminar includes intensive analysis. The participant will present and defend a viable project proposal for official and peer review. Candidacy is granted upon satisfactory completion.

DM 796 – Ministry Research Project – 3 units

Based on an approved project proposal, the candidate will research and write a ministry project that relates to a significant aspect of the ministry in which he/she is involved. Ministry Research Project is a one-year seminar with set milestones for the timely completion of the project. Regular cohort discussions and faculty interaction is included during the participant's research project work. To earn credit the candidate must complete a successful oral defense. The candidate is assigned an individual faculty advisor for the project.