



Wilson University Catalog

2026 – 2027

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Wilson University

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Message from the President

Welcome to Wilson University, where “***A Higher Education for a Higher Calling***” is more than just a mantra; it is our mission.

Wilson University was founded on the vision of **Dr. Nathaniel Wilson**, a leader and scholar who has dedicated his life to equipping men and women for Kingdom service. His unwavering commitment to **apostolic truth, biblical scholarship, and world-class leadership** continues to shape our identity today. Here, you will find an academically rigorous and spiritually enriching institution. Deep theological study and genuine apostolic experience are the norm at Wilson University.

We believe that proper education does more than inform. **It transforms.** Our programs are designed to develop **strong, Spirit-filled leaders** who can engage their world with **intellectual depth and spiritual authority**. Every lecture and every discussion is anchored in our commitment to **apostolic doctrine, academic integrity, and the pursuit of the Missio Dei**.

As you browse this catalog, I invite you to see Wilson University as more than just an educational institution. It is a place of **spiritual formation, leadership development, and Kingdom impact**. Whether you are preparing for ministry or leadership or simply desiring a deeper biblical understanding, know that you are connecting to a legacy of **excellence, faith, and anointing**.

We are honored to be part of your journey. May your time at Wilson University challenge your mind, stir your spirit, and equip you for the great work God has called you to do.

In His Service,

C. Myles Young
President, Wilson University

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ABOUT THE UNIVERSITY

University Mission Statement

Wilson University empowers students to become world-class leaders through spiritual formation and Christian higher education in an environment that embodies the Pentecostal ethos.

Vision Statement

Wilson University will be the university of choice for Apostolic Pentecostal churches, individuals, and others seeking a biblically based approach to education. We will be recognized for excellent, widely accessible programs that develop dynamic, spiritually mature leaders with the gifts and professional skills necessary to succeed in their respective callings and chosen careers.

Core Values

As a Christian university, we are committed to these core values:

1. To equip leaders in their chosen professions to contribute authentic help and hope to their world in contextually appropriate ways.
2. To remain overtly apostolic in faith and practice and Pentecostal in ethos.
3. To be responsible stewards of the resources entrusted to us.
4. To provide a context for engaging intellectual, ethical, lifestyle, and cultural issues by discerning and formulating Christ-centered responses to these challenges.
5. To provide academic programs, delivery systems, and organizational and physical infrastructures that are exceptional in every way.
6. To conduct research to act as a change agent in communicating the unmatched potential for human wholeness, which is found in the Christian message.
7. To serve as a leading center of excellence for Christian thought and action.

Philosophy

Wilson University has a foundational philosophy that provides a contextual framework for the pursuit of its mission.

1. Humans, as citizens of an amenable universe, are uniquely bearers of potential that is greater than the sum of finite individuality. Herein is the source of human dignity, destiny, and responsibility.
2. Individual wholeness originates in the human spirit.
3. Full individuality is possible only through full participation in one's world.
4. Individual human worth assumes a distinction that transcends mere survival, making creative and substantive contributions to the greater society a worthy and fulfilling pursuit. Society is more than a collective effort to survive. Herein is the meaning and nobility of work.
5. Human potential is to be developed. WILSONU is an agent of exploration and development of this potential by facilitating individual efforts to bring this potential from abstract vision to concrete reality.
6. As a Christian university, WILSONU attempts to lead the student to explore these challenges and possibilities in the anticipation, direction, and understanding of the Christian message.

7. WILSONU is established on the premise that the public good is affected most enduringly by focusing on individual good. The public character of the community is the cumulative total of individual character, knowledge, and wisdom. Thus, WILSONU is committed to, at the highest standard possible, optimum development of individual student character, learning, understanding, and application of these principles to everyday life.

Christian Faith: What We Believe

Wilson University, in its endeavor to bring authentic education to its students, which, in turn, can provide genuine hope to the people to whom they minister, shall forever maintain the Bible as its primary and foundational textbook. Because human hope—as well as treatment of all seminal questions and issues of ultimacy—are found therein, all courses of study and classroom activities, as well as the conduct of the entire university, shall be in harmony therewith.

The university is founded upon the truth that:

1. The Bible is a revelatory, divinely inspired, inerrant book. It is the only written document that contains the full and final revelation of God's provision and will for man.
2. God, the Father of all, is revealed to man in the person of Jesus Christ, who is the incarnated revelation of God to mankind as presented in the Bible.
3. Jesus Christ reconciles mankind from historic estrangement from God. A way is thus provided for the reinstatement of man to his rightful place as the bearer of the image of God. This reinstatement is salvation.
4. By this reinstatement of relationship, "all things become new." Through this reinstatement, new dignity is attached to all things, including God, others, work, and self.
5. The University embraces the lordship of Jesus Christ and further believes that the apostles revealed the mind of Christ. The consequence of this belief is that their teaching on any matter takes precedence over what may have been or may be taught by churches historically or currently.
6. It is the mission of the church to make known to all this gracious provision and to:
 - a. Make known how one can appropriate these benefits to oneself and avoid negative judgment on one's life.
 - b. Provide guidance for exploring and grasping the meaning of life and the world and one's relationship to this world.
 - c. Supply a place for fellowship, encouragement, nurturing, course corrections, and ongoing assistance and instruction.
 - d. Make known the ongoing importance and ultimate benefits of adherence to a life transformed in Jesus Christ.

The above brief statements involve an entire worldview as broad as life itself. As a result of their breadth, these statements have many implications and conclusions. It is the role of Wilson University to provide insight and understanding, to shed light on these seminal truths of life itself, and to equip graduates to minister this hope to their world in a healthy and optimally beneficial way.

Academic Freedom Policy

General Academic Freedom Policy

"Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition" (1940 *Statement of Principles on Academic Freedom and Tenure*).

Within Wilson University, we believe that all truth is from God and can be identified as God's truth. Furthermore, the shape and manner of man's creation allow man to seek, to find, and to grasp truth. While the truth is pristine, its pursuit, regardless of the degree of qualifications of the human seeker, cannot but always be, to varying degrees, partial.

We also affirm that the knowledge of truth will always be incomplete due to human fallibility, which is endemic to the race, regardless of educational or academic credentials. Academic freedom thus guarantees freedom of inquiry in this ongoing search for, and of, truth. As a Christian university, such inquiry shall be carried out from a Christ-centered perspective with maturity, careful judgment, and civility, within the comprehensive representation of the Christian faith that is present within this university. Accordingly, Wilson University affirms its commitment to freedom of inquiry and expression in academic undertakings.

The university acknowledges that historically, academic freedom is defined both by accepted academic standards and by the institutional mission and character.

Wilson University is committed to an academic community characterized by the freedom to engage in rigorous scholarly inquiry and expression within an intellectual context shaped by the Pentecostal Christian tradition. Wilson University encourages and supports the pursuit of scholarly inquiry and expression in and by the faculty and students. The school also encourages this pursuit of scholarly inquiry and expression in a manner that extends and enriches the academic disciplines out of the unique resources provided by our institution's identity.

Thus, at Wilson University, academic freedom is defined both by the commonly accepted standards of the academy as well as by those commitments articulated in the documents that are central to the university's identity as a Christian university. These documents articulate the central commitments which shape the academic community, and thus the practice of academic freedom, at Wilson University: a belief in God who is Creator of all things through the divine Word and Spirit, which became incarnate in the person of Jesus Christ who is Savior of the world as the creator of all things, and in personal abiding in individuals by the Holy Spirit. These truths are exhibited in Scripture, which is God's authoritative and infallible revelation, and in the Christian community as an expression and vehicle of God's redemptive work in this world.

Principles for Students

The student is responsible for learning and demonstrating mastery of the content and skills of a course of study, while participating actively in the course's intellectual community, according to standards of performance established by the faculty.

The student has a right to academic evaluations that represent the course instructor's good-faith judgments of performance. Course grades shall represent the instructor's professional and objective evaluation of the student's academic performance. The student shall have the right to know all course requirements, including grading criteria and course procedures, at the beginning of the course.

1. To overcome the presumption of good faith, it must be demonstrated that an evaluation was based entirely or in part upon factors that are inappropriate or irrelevant to academic performance and applicable professional standards.
2. The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.
3. The student shall be free to take reasoned exception to information and views offered in the instructional context, and to reserve judgment about matters of opinion, without fear of penalty or reprisal.
4. The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned.
5. The student has a right to be governed by educationally justifiable academic regulations and professional standards. The administering unit shall inform students in writing of such regulations, including codes of professional behavior, at the time of the student's entry into the academic program.

6. The student has a right to accurate, timely, and clear information in writing at the time of entry into an academic program concerning (a) general academic requirements for establishing and maintaining an acceptable academic standing, (b) the student's academic relationship with the university and the details of any special conditions that may apply, and (c) graduation requirements for the student's academic program.
7. Students are responsible for informing themselves of university and department requirements as stated in publications and in the university catalog. In planning to meet such requirements, students are responsible for consulting with their Success Coach.
8. The student has a right to protection against improper disclosure of his/her education records and personal information, such as values, beliefs, organizational affiliations, and health.
9. The student has a right to be protected from personal exploitation and to receive recognition for scholarly assistance to faculty.
10. The student and the faculty share the responsibility for maintaining professional relationships based on mutual trust and civility.

Location

Wilson University offers distance education programs, and coursework is completed at a location determined by the student. The administrative office of Wilson University is located at 9735 Dino Dr., Elk Grove, California. The administrative facility consists of offices, a conference room, a recording studio, and storage areas. University equipment includes computers, laptops, desks, chairs, tables, studio equipment, and servers. Student technology requirements to participate in a distance education program can be found under University Academic Information, Learning Environment.

History

Wilson University has its roots in leadership training and biblical studies classes that began informally in 1985. As the school grew and became more widely known, demand dictated an expansion of course offerings and a further development of the administrative infrastructure. In 1994, the campus became a satellite of Patten University, and the course offerings became part of the accredited courses of Patten University.

The school continued to grow and, to meet national and international demand, began to develop courses designed for delivery online. In 2009, Apostolic School of Theology (AST) became an institute within Hope International University as an outreach to apostolic churches. AST continued to expand its course offerings while serving its core constituency of apostolic Pentecostal students.

In November 2016, Wilson University received approval to operate from the Bureau for Private Postsecondary Education in California. In the 2017-2018 academic year, Wilson University collaborated with Patten University. In the fall of 2018, Wilson University began to independently offer degrees and programs. In January of 2019, the university partnered with Jessup University to offer an apostolic concentration in Jessup's Master of Arts in Leadership program.

Wilson University attained Initial Accreditation with the WASC Senior College and University Commission (WSCUC) as of October 2023.

Wilson University currently offers several undergraduate degree programs and certificate programs and continues to partner with Jessup University for the graduate degree. Wilson University is working toward expanding program offerings.

State Authorization

Wilson University has established a State Authorization Agreement with the Bureau for Private Postsecondary Education in California. The bureau acts as the state agency to receive consumer complaints from California residents enrolled at the institution.

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at 1747 North Market, Suite 225, Sacramento, CA 95834 or P.O Box 980818, West Sacramento, CA 95798-0818, www.bppe.ca.gov, (888) 370-7589 (toll-free telephone number), or (916) 263-1897 (fax).

Wilson University continually works to meet federal and state authorization requirements outside of California. For more information, visit <https://www.wilsonu.edu/state-authorization>.

Accreditation

Wilson University is accredited by the WASC Senior College and University Commission (WSCUC), 1080 Marina Village Parkway, Suite 500, Alameda, CA 94501, 510.748.9001. <https://www.wscuc.org/> WSCUC is recognized by the United States Department of Education.

Financial Standing

Wilson University does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Wilson University is at the complete discretion of the institution to which you may seek to transfer. Acceptance of the degree or certificate you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Wilson University to determine if your credits, degree, or certificate will transfer.

2026 – 2027 University Calendar

FALL TERM 2026

Independence Day (Observed)– <i>University Offices Closed</i>	July 3
Labor Day Holiday – <i>University Offices Closed</i>	September 7
Thanksgiving Holiday Break.....	November 26 – November 27
<i>University Offices Closed</i>	November 26 – November 27
Christmas Holiday Break.....	December 21 – January 3
<i>University Offices Closed</i>	December 24 – January 3

SPRING TERM 2027

Martin Luther King, Jr. Day Holiday – <i>University Offices Closed</i>	January 18
President's Day Holiday – <i>University Offices Closed</i>	February 15
Spring Break	March 30 – April 4
Easter Holiday (Observed) – <i>University Offices Closed</i>	April 5
Memorial Day Holiday – <i>University Offices Closed</i>	May 31
Summer Break	June 29 – July 4

2026 – 2027 Academic Calendar

Wilson University

Undergraduate

FALL TERM 2026July 6 – December 21, 2026

- Session 1 July 6 – August 17
- Session 2 August 17 – September 28
- Session 3 September 28 – November 9
- Session 4 November 9 – December 21

Spring 2027 Registration October 26 – 30

SPRING TERM 2027..... January 4 – June 28, 2027

- Session 1 January 4 – February 15
- Session 2 February 15 – March 29
- Session 3 April 5 – May 17
- Session 4.....May 17 – June 28

Fall 2027 Registration..... May 3 – 7

2026 – 2027 Academic Calendar
Wilson University at Jessup University
Graduate

FALL TERM 2026 August 24 – December 13, 2026

- Session 1..... August 24 – October 11
- *Fall Break*..... *October 12 – 16*
- Session 2..... October 19 – December 13
- *Thanksgiving Break*..... *November 23 – 27*

SPRING TERM 2027..... January 11 – May 2, 2027

- Session 1..... January 11 – February 28
- *Spring Break* *March 1 – 5*
- Session 2 March 8 – April 25

SUMMER TERM 2027..... May 3 – August 22, 2027

- Session 1..... May 3 – June 20
- *Summer Break* *June 21 – 25*
- Session 2 June 28 – August 15

(Note: For a full catalog for Jessup University, visit <https://jessup.edu/academics/registrar/academic-catalog/>.)

Academic Information

Catalog: Academic Role

This catalog is designed to provide authoritative academic information and guidance to students, alumni, faculty, and staff of Wilson University, as well as to the public. For the student investigating his or her academic future, it provides all the basic information about programs, admissions, finances, and requirements for academic progress and graduation. With this information, a prospective student may make a wise, informed choice about attending university. As a prospective student, you are encouraged to review this catalog before signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you before signing an enrollment agreement.

For currently enrolled students, this catalog outlines the requirements for achieving educational goals. The information should be used for “mapping out” an individualized academic plan and provide the parameters by which that plan may be implemented and accomplished. It serves as a contract between the university and the student. Although the catalog requirements may be revised periodically, it is the student’s right to remain under the catalog in effect at the time of matriculation. Non-continuous enrollment or a change of program will nullify this right. If a student is absent from the university for a calendar year, reentry will automatically be under the requirements applicable at the time of reentry. However, suppose it is to a continuing student’s advantage. In that case, he or she may provide a written request to be placed under the guidelines of new or modified degree requirements published in the most recent catalog.

For the graduates of the university, this catalog serves as a resource for providing definitions and details of the nature of work completed. This information may be accessed by employers, certifying boards, or other educational institutions for verifying the content and scope of Wilson University academics.

Wilson University reserves the right to change without notice any statement in this publication concerning, but not limited to, policies, tuition, fees, curricula, and classes.

Family Educational Rights and Privacy Act of 1974

Wilson University permits enrolled students visual access to educational records such as high school transcripts, college transcripts (*if a transfer student*), and a transcript of their coursework completed at Wilson University. *This policy complies with the Family Educational Rights and Privacy Act (*FERPA*) of 1974.

**An appointment with the Registrar’s Office staff may be required.*

WILSONU considers the following to be “Directory Information” and may disclose such information to third parties without the consent of the student unless the student has directed the university in writing not to release such information about him/herself: Name, enrollment status (*including current enrollment, dates of attendance, full-time/ part-time status, graduation (anticipate or actual)*), withdrawal, honors received (*e.g. Honor’s List*), permanent address, dates of enrollment, classification, degree program(s), major(s), participation in officially recognized university activities, and the most recent previous educational institution attended by the student. No other information contained in the student’s permanent educational record is released to others, including parents or spouse, without the student’s written consent, unless the student is claimed as a dependent.

Exceptions that permit the release of information without consent in each case include disclosure:

- a) to school officials who have a legitimate professional right to the information.
- b) for purposes already authorized by the student.
- c) in cases of legal compulsion (*i.e., court order or subpoena*).
- d) in a situation where the safety of a person or property is involved.

A school official is defined as:

- a) a person employed by the university in an administrative, supervisory, academic, research, or support staff position.
- b) a person or company with whom the university has contracted as its agent to provide a service instead of using University employees or officials (*such as an attorney, auditor, or collection agent*); a person serving on the Board of Trustees
- c) a student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his/her tasks.

Wilson University reserves the right to contact a student’s parent(s) or guardian(s) when a situation, (*e.g., discipline, health, etc.*) is deemed extreme, endangering the student or the *WILSONU* community. A student’s academic record and placement file will be kept confidential by responsible campus personnel.

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures of Wilson University's compliance with FERPA. The Office that administers FERPA is the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4605.

Website: <http://www.ed.gov/policy/gen/guid/fpco/index.html>.

Retention of Student Records

The following items from a student's record are retained permanently:

- Application
- Statement of Purpose
- All transcripts
- References
- Test scores
- Acceptance letter(s)
- Grade reports
- Requests for information (i.e., transcripts, verifications of any kind)
- Disciplinary correspondence

Student records retained for five years:

- Registration forms
- Financial records

Access to Records

All requests for access to records shall be presented in writing to the Registrar. That office shall specify the time and way records may be inspected. The administrator shall provide any necessary explanation or interpretation of the records. Copies of any records, except academic records and test scores, may be obtained at the current copying rate. The release of permissible academic records will require a written/signed request in advance and will be subject to copying fees. As a matter of professional courtesy and standard operating procedure, it is the university's policy not to release copies of academic records from other institutions, either to the student or to a third party. The student should request such records from the institution of origin. The student has the right to challenge records that he/she thinks are inaccurate or misleading. Such appeals must be submitted in writing to the Registrar.

Diplomas

All degree requirements must be completed and certified by the University Registrar before diplomas or certificates are issued. Certificates will be issued electronically unless the student requests a physical copy. All diplomas earned through degree programs will be mailed after a petition for graduation has been received by the university. Please allow up to 90 days to receive these documents.

Non-Discrimination Statement

As a Christian community, Wilson University is committed to a biblical perspective that values reconciliation, inclusion, and equity. By encouraging an environment that includes people from all backgrounds, and treating every person with respect, dignity, and love, the university seeks to foster an understanding and appreciation of diversity that is consistent with scriptural teaching and prepares one to serve effectively in a global community. The university pursues ideas, practices, programs, and relationships that facilitate interaction with those different from one another to expose members of the university community to the benefits gained from living in a pluralistic society.

As a private religious institution, the university reserves the right to exercise preference based on religion in all its employment practices and student admissions.

Wilson University, in accordance with applicable federal and state laws and university policies, does not discriminate based on race, color, national origin, gender, age, disability, or status as a veteran. This nondiscrimination policy covers admission, access, and operation of university programs and activities. (*This policy is in accordance with Titles VI and VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; the Americans with Disabilities Act; Title III and Section 504 of the Rehabilitation Act of 1973, and Age Discrimination Act of 1975*).

The Vice President for Student Affairs is the Compliance Officer for Title IX issues. Inquiries regarding such related non-discrimination policies should be directed to the Vice President for Student Affairs, Phone: 916-681-2768.

Policy on Harassment and Non-Discrimination

Wilson University is committed to providing a work environment free of unlawful discrimination and harassment. University policy prohibits harassment and discrimination based on pregnancy, childbirth, or related medical conditions, race, religious creed, color, gender, national origin, or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other status protected by federal, state, local law, or regulation. All such discrimination or harassment is unlawful and will not be tolerated. The university's anti-discrimination and harassment policy applies to all persons involved in the operation of the University and prohibits unlawful harassment or discrimination by any student, employee, supervisor, manager, vendor, customer, or other persons. Discrimination and harassment based on the perception that a person possesses the characteristics of, or belongs to, a legally protected status or class of persons is unlawful. Similarly, harassment based on a person's association with a person who has, or is perceived as having, the characteristics of, or who belongs to a legally protected status or class of persons is unlawful. Wilson University operates in compliance with all applicable federal and state nondiscrimination laws and regulations in conducting its programs, activities, and in its employment decisions. Such laws and regulations include:

- **Title VI of the Civil Rights Act of 1964**, which prohibits discrimination based on race, color, and national origin in the programs and activities of the university. This policy of non-discrimination also complies with Internal Revenue Service Revenue Ruling 71-447 required for maintaining the university's tax-exempt status.
- **Title VII of the Civil Rights Act of 1964** prohibits employment discrimination based on sex, race, religion, color, or national origin.
- **The Age Discrimination in Employment Act of 1967** prohibits age-based discrimination against persons aged forty and over regarding employment decisions.
- **Section 504 of the Rehabilitation Act of 1973** prohibits discrimination based on disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of its programs and activities.
- **The Age Discrimination Act of 1975** prohibits age-based discrimination against persons of all ages in programs and activities of the University.
- **Title IX of the Education Amendments of 1972**, which prohibits all forms of discrimination based on gender (including sexual harassment) in programs and activities of the university, except where the university has been granted exemptions based on its religious tenets.
- **The Americans with Disabilities Act of 1990 (Public Law 101-336)**, the purpose of which is to afford the disabled equal opportunity and full participation in life activities and to prohibit discrimination based on disability in employment, public service, public accommodations, telecommunications, and transportation.

As a religious institution, the university is exempt from certain provisions in the above-stated laws and regulations relating to discrimination based on religion. Federal civil rights laws make it unlawful to retaliate against an individual for the purpose of interfering with any right or privilege secured by these laws. It is unlawful for the University to retaliate against an individual for bringing attention to a possible civil rights problem to the University. It is also unlawful to retaliate against an individual because he or she made a complaint, testified, or participated in any manner in an Office of Civil Rights investigation or proceeding. Thus, once a student, parent, faculty, staff, or other individual complains formally or informally to the university about a potential civil rights violation or participates in an Office of Civil Rights investigation or proceeding, the recipient is prohibited from retaliation (including intimidating, threatening, coercing, or in any way discriminating against the individual) because of the individual's complaint or participation.

Prohibited unlawful harassment or discrimination includes, but is not limited to, the following behavior:

- Treating a person differently, on any of the bases listed in the paragraph above, concerning using, accessing, or benefiting from the University's educational program. Example: the university may not subject students or employees to different standards of conduct in connection with a disciplinary matter on any of the bases listed above.
- Verbal conduct such as epithets, derogatory jokes or comments, slurs on any of the basis listed above, unwanted sexual advances, graphic verbal commentaries about an individual's body, sexually or otherwise degrading words used to describe an individual on any of the basis listed above, suggestive, obscene letters, notes, invitations, or comments.
- Visual displays such as derogatory posters, photography, cartoons, drawings, or gestures on any of the bases listed above.
- In the case of sexual harassment claims, physical conduct includes assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of gender, race, or any other protected basis.

- In the case of sexual harassment claims, threats, and demands to submit to sexual requests as a condition of appointment, admission, academic evaluation, or administrative consideration in return for sexual favors; submission to or rejection of such conduct is used as a basis for a personnel decision, an academic evaluation, or administrative consideration affecting an individual, and retaliation for reporting or threatening to report harassment.

Disability Accommodations Services

The policy of Wilson University concerning students with learning disabilities is as follows:

Learning disabilities shall be any documented physical, mental, emotional, or cognitive impairment that harms the student's ability to acquire, process, and/or recall typical college class content. Documentation must be recent, within three years of enrollment, and must be completed by an appropriate professional (e.g., *State Licensed Psychologist or School Psychologist*). Documentation shall include both appropriate tests of learning abilities as well as interview material. It is recognized that some students have learning disabilities that have not been documented, and they may meet admission criteria and therefore may be admitted without such disclosure.

Students with known learning disabilities will be admitted to *WILSONU* if they meet all admission criteria. *WILSONU* does not have any special programs designed to meet learning disability needs.

Students with current professionally documented learning disabilities may be given the following considerations:

- Permission to test verbally, or in smaller increments than otherwise scheduled, but no smaller than one chapter of the text at a time.
- Permission to have extended time to complete tests.

Students seeking accommodation should obtain a Disability Verification Form from the Disability Accommodations Coordinator. This office can be reached by emailing accommodationservices@wilsonu.edu. Each case will be evaluated individually based on the documented learning disability. The Disability Accommodations Coordinator will prepare a written response to the student's request, naming the disability and stating what accommodation will be provided. The Disability Accommodations Coordinator will send an electronic copy to the student. The student will be responsible for presenting this document to their instructor at the beginning of each course.

Learning Environment

To be successful, students need access to two key tools. First, because Wilson University's academic programs are offered entirely online, students must have access to a computer that meets the minimum technical requirements to succeed in the program. Technology requirements are as follows:

Device Requirements

- A desktop or laptop computer (Windows or Mac) is strongly recommended
- Tablets (iPad) may be used for some coursework, but are not recommended for full program completion.
- Smartphones are not recommended for coursework, but can be used as a supplemental tool.

Operating Systems

- Windows 10 or newer
- macOS 11 (Big Sur) or newer
- iPadOS / iOS 15 or newer (for limited use)

Internet Connection

- Reliable broadband internet (Wi-Fi, cable, or fiber).
- Minimum recommended speed: 10 Mbps download / 5 Mbps upload.

Web Browser

Use the latest version of one of the following:

- Google Chrome (recommended)
- Mozilla Firefox
- Safari
- Microsoft Edge

Screen Resolution

- Minimum: 1280 x 800
- Recommended: 1920 x 1080 or higher

Software Requirements

- PDF reader (e.g., Adobe Acrobat Reader or equivalent)
- Word processing software (e.g., Microsoft 365 (recommended), Microsoft Word (desktop version), or Google Docs)

Audio/Video

- Speakers or headphones required.

Second, students are expected to obtain the required books for each course. Instruction typically consists of readings (using texts and online links), lectures (usually recorded lectures and audio lectures with media/slide presentations), and threaded discussions. Graded assignments may include papers, quizzes, projects, journals, and practicum assignments. A computer with Internet access and the required texts are necessary tools for a successful educational experience.

Community standards are in place for the express purpose of creating an environment conducive to learning and personal growth. Such standards include a professional instructional climate and a classroom environment that promotes positive learning experiences. Students are encouraged to conduct themselves professionally, with respect for both fellow students and faculty. The university reserves the right to act in situations where student behavior violates established policy, detracts from the ability of students or faculty to function effectively in the learning environment, or is disruptive to the teaching-learning process. Such action may include disciplinary procedures issued by the faculty or may lead to suspension from class or expulsion from the university.

Only regularly enrolled students may attend classes unless advance permission is secured from both the instructor and the university administration.

Course Appropriate Communication

Active involvement in courses and regular communication with other students and instructors, directly or by electronic media (dashboard, threaded discussions, text messages, and email communications within Populi) and any other form of electronic communication, are consistent with *WILSONU*'s expectations and essential to academic success. However, students should take care that their communications and the content of electronic messages remain consistently relevant to the course and supportive of one another. At times, even personalized messages requesting prayer or offering encouragement can be appropriate. Students are to refrain from forms of inappropriate communication such as: forwarding "junk mail," selling products or services, sending messages of mere personal interest, or misusing contact information for malicious or sexual communication.

Participation in Educational Effectiveness Research

Wilson University seeks to continuously improve its programs and services to better meet student needs. Accordingly, students are expected to complete course evaluations and student surveys and may be asked to provide valuable feedback through focus groups and interviews.

Admissions

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

Degree and Certificate Programs

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

- Submission of a completed application with an application fee (\$40 non-refundable).
- Submission of a 200-word Statement of Purpose in response to the following question:
 - *How will studying at Wilson University further my personal, professional, and educational goals?*
- Submission of **one** of the following to qualify for admission:
 - High school transcript indicating completion of a high school diploma and a minimum cumulative grade point average (GPA) of 2.5 on a 4-point scale.
 - General Education Development (GED) credential with a status of Pass for the Total Score. The current requirement for a passing grade is a minimum score of 145 on each model and 580 on the entire test battery (all four parts combined). However, the requirements at the time of the test will be upheld.
 - 12+ credits of college coursework with a minimum 2.0 cumulative GPA.
- If fewer than 12 credits have been earned previously at other colleges or universities, admission is based on the high school transcript or GED. However, if applicable, official transcripts from all colleges and universities previously attended must be submitted as well.

NOTE: Students may enroll in undergraduate programs without any prior college coursework. However, students may not start their Major Course Sequence until they have completed at least thirty-six college credits, including English Reading & Composition (48 credits before the Major is recommended). Students may earn such credits at WILSONU, or they may complete the requirements elsewhere. For policies regarding transfer credits and credits by examination, see the "Academic Policies and Regulations" section in the Catalog.

Any applicant not meeting the above-stated requirements may petition for special consideration by the Enrollment Management Committee (see below under "Acceptance Process").

Students who have been placed on academic or student conduct dismissal, or dismissal by another educational institution, within the past 12 months will not be admitted.

Dual Enrollment

Wilson University offers dual enrollment, which allows high school students to earn credit toward their high school diploma and a college certificate or degree. For eligibility requirements, contact the Admissions Office.

International Students

In addition to the admissions requirements mentioned above, international students must submit the following documents no later than eight weeks before the start of the *WilsonU* program:

- *Transcript Translation and Evaluation.* Transcripts from colleges or universities outside the U.S. must be accompanied by an English translation and a detailed evaluation completed by an independent agency specializing in foreign academic credentials (*at the applicant's expense*). All foreign college/university transcripts must be sent to an agency that evaluates and translates transcripts into the United States grading system. We recommend five international Academic Credential Evaluation Services: 1. World Education Services; 2. American Education Research Corporation; 3. Global Services Associates; 4. International Educational Research Foundation; and 5. Academic Credentials Evaluation.

- **English Proficiency.** International students for whom English is a second language must submit proof of English language proficiency in the form of *either* the required TOEFL score (*Test of English as a Foreign Language*) or required IELTS score (*International English Language Testing System*) earned within five years of the admission date:

**English Language Proficiency
Standards Online Undergraduate and
Graduate Students**

	Full Acceptance	Provisional Acceptance
TOEFL internet-based test	86	71-85
IELTS (other programs)	6.5 overall band score 6.0 sub-score	6.0 overall band score

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

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

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

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

Visa Services

Wilson University does not offer visa services to prospective students from other countries or English language services. Wilson University will vouch for student status within the FERPA guidelines at no cost.

Wilson University does not offer English as a Second Language instruction.

All instruction occurs in English. English language proficiency is documented by:

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

Application Procedure

You may contact the Admissions Office at any time to receive further information about programs or to determine your eligibility (916) 234 - 0126. Wilson University does not accept ability-to-benefit applicants/students.

Acceptance Process

Once applicants' files are complete (*application, application fee, and transcripts*), the Admissions Advisor evaluates those files and notifies students of their acceptance status.

- **Full Admission:** If the advisor determines that applicants meet the admissions requirements and that their chosen program is an appropriate fit for their educational and professional goals, then the Registrar sends a letter granting "full admission."
- **Conditional Admission:** Applicants who do not meet the standard admission criteria will be evaluated for conditional admission. Conditional admission allows a student to begin their desired program and prove they can succeed by earning a grade of C or better in their first course. If they do not earn a C or better, then their admission will be denied. The applicant will be evaluated by the VP for Student Affairs based on the criteria set in the Conditional Admission Policy.
- **Provisional Admission:** For planning purposes, the Admissions Advisor may grant provisional acceptance based on *unofficial* transcripts. In such cases, the student's status automatically shifts to full admission or conditional admission if

official transcripts confirm the information found in the unofficial transcripts.

Official transcripts are crucial for determining students' academic classification (*freshman, sophomore, junior, or senior*), their remaining degree requirements, and confirming their cumulative GPA.

Financial Information

Applicants should have a clear understanding of expenses in mind when making a final choice. The Student Accounts Department is available to assist students in answering questions related to cost and payment options at (916) 681-2768.

Wilson University does not participate in federal or state financial aid programs.

If a student receives a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

Tuition and Fees

Program	Application Fee (Non-Refundable)	Tuition*	Legacy Scholarship (certificate programs only)	Technology Fee**	Portfolio Fee	Total Charges***
Apostolic Foundations Certificate	\$40	\$3,360	- (\$1200.00)	\$65	\$0	\$2,225.00
Christian Counseling Certificate	\$40	\$3,360	- (\$1200.00)	\$65	\$0	\$2,225.00
Business as Mission Certificate	\$40	\$3,360	- (\$1200.00)	\$65	\$0	\$2,225.00
Leadership Essentials and Apostolic Principles Certificate	\$40	\$4,200	-(\$1500.00)	\$130	\$0	\$2,830.00
Associate of Arts in General Studies	\$40	\$16,800	N/A	\$575	\$100	\$17,475.00
Bachelor of Science in Leadership	\$40	\$33,600	N/A	\$1,150	\$100	\$34,850.00
Dual Enrollment	\$40	\$130 / Credit	N/A	\$65	\$0	Varies^

* Not catalog right dependent. Each year, students will be subject to potential tuition changes.

** If the program is spread across two semesters, another \$65 technology fee will be applied.

*** Estimated charges for the period of attendance and the entire program based on 26-27 tuition rates.

^ Dual Enrollment students can take as few as two credits to as many as 60 credits.

Estimated Tuition and Fees per Semester based on Certificate Program Pace (including Legacy Scholarship):

Undergraduate Certificate 2 Semesters Per Year	Pace Defined	Technology Fee	Tuition \$540 per 3-credit course	Estimated Charges Per Semester
Full-Time	At least twelve semester credits per semester.	\$65	\$2,160	\$2,225
Three-Quarter Time	At least nine semester credits per semester.	\$65	\$1,620	\$1,685
Half-Time	At least six semester credits per semester.	\$65	\$1,080	\$1,145

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

Undergraduate Degree 2 Semesters Per Year	Pace Defined	Technology Fee	Tuition \$840 per 3-credit course	Estimated Charges Per Semester
Full-Time	At least twelve semester credits per semester.	\$115	\$3,360	\$3,475
Three-Quarter Time	At least nine semester credits per semester.	\$115	\$2,520	\$2,635
Half-Time	At least six semester credits per semester.	\$115	\$1,680	\$1,795

Books

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

- Apostolic Foundations Certificate (12 credits) \$180
- Christian Counseling Certificate (12 credits) \$240
- Business as Mission Certificate (12 credits) \$230
- Leadership Essentials and Apostolic Principles (15 credits) \$300
- Associate of Arts in General Studies (60 credits) \$1,000
- Bachelor of Science in Leadership (120 credits) \$2,000

Additional Fees, as applicable (non-refundable)

- Technology Fee – Certificates (per semester) \$65
- Technology Fee – Degrees (per semester) \$115
- Course Audit Fee \$135/credit
- Add/Drop Fee \$25
- Petition for Incomplete Fee \$50
- Service Charge for Returned Check \$25
- Late Payment Fee, 10 days after the due date \$25
- Graduation Petition Fee (certificate programs) \$30
- Graduation Petition Fee (degree programs) \$50
- Transcript Fee per Copy \$10

Legacy Scholarships

Students who are enrolled in certificate programs are eligible to receive a Legacy Scholarship. The scholarship is funded by the university to make certificate programs highly affordable. The scholarship is applied automatically to the student's account.

Financial Obligation

All charges are due in full at registration. Enrollment is not complete, and students may not participate in classes until satisfactory financial arrangements have been established by signing the Enrollment Agreement.

Monthly Payment Plan

Students can elect to follow an interest-free payment plan or pay their bill in full. However, past-due payment fees may be charged.

Failure to meet payments due to the university could result in students being prohibited from taking future courses. Students must have a zero balance on their accounts by the end of each academic term. If the account is not paid when due, the student will be responsible for all costs incurred by Wilson University to collect the unpaid balance due and owing. Such costs may include, but are not limited to, late fees, collection costs, attorney fees, and court costs.

Participation in commencement and registration for further courses will be permitted only after all financial obligations to the university are satisfied. Diplomas and certificates will be withheld until bills are paid in full.

Refund Policy

All fees are non-refundable. A tuition refund must be requested in writing. Refunds are processed 7-10 days after the request has been received and funds are in the student's account. A student shall be assessed tuition charges by the term. When a student withdraws from a course for any reason, the portion of the tuition earned shall correspond to the number of weeks the student attended.

For determining the amount of the refund, the date of the student's withdrawal shall be deemed the last date of recorded attendance. The amount owed equals the daily charge for the program (total institutional charge, minus non-refundable fees, divided by the number of days in the program), multiplied by the number of days scheduled to attend, prior to withdrawal. For distance education students, scheduled days are based on a five-day week, which does not include Saturday or Sunday, or any defined holiday as enumerated in Section 6700 of the California Government Code

This system (1) protects students from the burden of paying full tuition for a course in which they did not participate, and (2) provides WilsonU with funds to cover expenses associated with preparing a course that students did not use.

Students' Right to Cancel

All Wilson University programs are distance education, not offered in real-time. The institution will transmit the first lesson and materials to you electronically within seven days after the institution accepts the student for admission. You have the right to cancel this enrollment agreement and receive a full tuition refund, less any fees, if applicable, at any time prior to receiving the first lesson and materials.

Cancellation is effective on the date the written notice of cancellation is sent to the institution via email at registrar@WilsonU.edu. Refunds will be paid within 45 days of cancellation unless the cancellation occurs after the institution has provided the first lesson and materials, but prior to receipt of those documents; in such cases, the institution shall make the refund within 45 days after the materials are returned.

This Institution shall transmit all the lessons and other materials to the student if the student (a) has fully paid for the educational program; and (b) after having received the first lesson and initial materials, requests in writing that all the material be sent. If the Institution transmits the balance of the material as the student requests, the Institution shall remain obligated to provide the other educational services it agreed to provide, such as responses to student inquiries, student and faculty interaction, and evaluation and comment on lessons submitted by the student, but shall not be obligated to pay any refund after all the lessons and material are transmitted.

Withdrawal from the Program

You may withdraw from the school at any time and receive a pro-rata refund if you have completed 60 percent or less of the scheduled days in the current payment period, which is the current semester, in your program through the last day of attendance. The refund will be for tuition only, less any fees paid, within 45 days of withdrawal.

To determine the amount of the refund, the date of the student's withdrawal shall be deemed the last date of recorded attendance. The amount owed equals the daily charge for the program (total institutional charge, minus non-refundable fees, divided by the number of days in the program), multiplied by the number of days scheduled to attend, before withdrawal. For distance education students, scheduled days are based on a five-day work week, which does not include Saturday or Sunday, or any defined holiday as enumerated in Section 6700 of the California Government Code (specific holidays in the list below).

Section 6700 of the California Government Code 2026-27 Holidays	
Day Observed	Holiday
July 3, 2026 (Observed)	Independence Day
September 7, 2026	Labor Day
September 25, 2026	Native American Day
November 11, 2026	Veterans Day
November 26, 2025	Thanksgiving Holiday
November 27, 2025	Day after Thanksgiving
December 25, 2025	Christmas
January 1, 2027	New Year's Day
January 18, 2027	Martin Luther King Jr. Day
February 15, 2027	Presidents' Day
March 31, 2027	United Farm Workers Day
May 31, 2027	Memorial Day
June 18, 2027 (Observed)	Juneteenth

For programs beyond the current "payment period," if you withdraw before the next payment period, all charges collected for the next period will be refunded. If any portion of the tuition was paid from the proceeds of a loan or third party, the refund shall be sent to the lender, third party, or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan.

Student Services

New Student Orientation

The New Student Orientation (NSO) exists to support new students as they transition into the WILSONU community. The orientation provides success coaching and academic advisement that will provide helpful information as students begin their collegiate journey. This may take place in a virtual group format or 1:1. Additionally, a Wilson 101 introduction and tutorial are available to students on the learning management system (Populi).

Success Coaching

Each student is assigned a Success Coach who assists and guides them from initial enrollment through graduation. Once a student is accepted, their Success Coach registers students for classes and monitors each student's academic progress along the way. Success Coaches guide and offer support for students academically, spiritually, and personally. If a student is at risk of failing a course, an Early Alert system is in place so the Success Coach can coordinate with the instructor to support and encourage the student to complete his/her course and program.

Financial Services and Student Accounts

There are options for financing college education. At WilsonU, we work with each student to individually customize a program that fits his/her needs and situation. The staff of the Student Accounts department are experienced in helping students through the financial process.

Virtual Student Services

Virtual resources, such as a mental health and wellness center and a career center, are available via Wilson Connect to enhance the academic and personal well-being of students. In addition, the library includes a writing center, which offers tutorials and free resources to support students' writing skills. Additionally, degree-seeking students are provided with online access to software to improve their writing ability, receive high-quality feedback, and avoid plagiarism.

Accommodations Services

Wilson University provides accommodation for students with disabilities. A student with a disability should submit official documentation, and then appropriate accommodation will be determined based on the needs of each student.

Library

Library Resources

Wilson University provides students with access to millions of resources, including e-books and e-journal articles, through a wide variety of online databases. The library can be accessed through the learning management platform. Students can access the Internet or local libraries for additional resources.

Library Services

Services include the following:

- Library Assistance:
 - Direct access to the library is embedded within all classes
 - Virtual library assistance is provided by the Wilson University librarian by appointment
 - Information Literacy tutorials provided by Credo InfoLit in the library portal
- General Research Support:
 - Special guides created at the request of an instructor
 - Internet and research search tools
 - Information regarding plagiarism, citation, and writing resources

Websites

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

- University Website: At WILSONU's primary website (www.wilsonu.edu) students may access general information about the university, news and updates, the academic catalog, a link to the learning management platform, and a variety of other resources and services.
- Learning Management System (LMS): Students attend courses online through Populi, located at www.WilsonU.PopuliWeb.com. When students enroll in online courses, they receive a password and instructions to access their courses. Additionally, in Populi, students have access to a personal portal in which they can view their records, request a transcript, view and pay their school bill, and more.

Technical Support

Technical support for the learning platform is available through a Help Desk ticket system, and tickets can be submitted at any time. A knowledgeable representative answers students' questions and assists them with solving technical issues. Additionally, the student orientation includes tutorials regarding the use of the learning management platform.

Registrar

The Registrar's Office serves students, faculty, staff, administration, and alumni by maintaining records and providing information regarding academic, registration, statistical, and personal data.

Retention

Students who have questions or concerns regarding their experience at WILSONU are encouraged to contact their Success Coach. Students considering withdrawal should meet with their Coach to explore their options and, if necessary, begin the withdrawal process.

Textbooks

Students are responsible for obtaining their own textbooks and classroom materials from the vendor of their choice. Students should order books for their next course no later than two weeks before the course start date to ensure sufficient time for shipping.

Placement

Wilson University **does not** provide career or placement assistance. Wilson University does not and cannot promise or guarantee employment, nor a level of income, nor a wage rate to any student or graduate.

STUDENT LIFE

Online Community

Students can connect with other students through Wilson Connect (Populi Student Commons) and WILSONU's Facebook and Instagram.

Spiritual Formation

The spiritual formation of leaders receives attention across the university. Both curricular and co-curricular activities focus on the spiritual formation of students. Scheduled devotional messages, spiritual life events, and a variety of co-curricular programs contribute to this goal. Within the curriculum, programs, and courses are reviewed and presented for their contribution to the formation of the person as a servant leader. Faculty and staff are readily available to mentor and engage in dialogue with students regarding issues of spiritual formation. The university also encourages students to actively participate in a local church.

Spirit Life Chaplain

The Spirit Life Chaplain serves as a key member of WILSONU's team to guide, nurture, and enhance spiritual life at the university. The chaplain works alongside and with students to support a powerful sense of community and promote spiritual wellness that is consistent with the values of the university.

Housing

Wilson University does not assume responsibility for student housing, does not have dormitory facilities under its control, nor offers student housing assistance. According to [Rentals.com](https://www.rentals.com) for Elk Grove, CA, rental properties start at approximately \$2200 per month.

University Community Standards

Faculty and Staff Conduct

University employees are bound by the standards of behavior outlined in Wilson University's Faculty Handbook and Employee Handbook. They should conduct themselves in a manner appropriate for servant leaders who represent both Christ and this Christian University.

Student Conduct

Wilson University has chosen to set itself apart for the purpose of training and equipping students for Christian leadership. By their voluntary membership in this Christian community, students assume responsibility to abide by all the regulations, values, and moral standards of the University, as well as to use personal discretion involving any activities that may be morally or spiritually destructive or reflect poorly on the campus community. All students represent WILSONU; it is crucial, therefore, that student attitudes and behaviors support WILSONU's commitment to Jesus Christ in all their activities, both on and off campus.

Academic Integrity

The principal rule of academic integrity is that each member of the University community will do his/her work, executed to the best of his/her ability, exclusively for the assignment for which it is presented. Because Wilson University seeks to develop mature Christian leaders and scholars, the university acknowledges the principle of academic integrity.

Consequently, all forms of dishonesty, including plagiarism or cheating in any form, are wrong, non-productive, and contrary to the university's educational objectives and the student's best interests.

Plagiarism is "stealing" the unique ideas or the wording of another, including information retrieved from the Internet, and then presenting those products as one's own. Examples of plagiarism include cheating on examinations; copying others' work, cutting and pasting from Internet sources without proper citations; and purchasing, renting, borrowing, or otherwise appropriating the research, projects, or assignments of others, and presenting them as one's work.

It is also an egregious violation of academic integrity for students to offer for sale (or without cost) directly to other students or through a "middleman" for papers, examinations, quizzes, or other academic products. Such violations are grounds for academic dismissal.

Breaches of academic integrity carry one or more of the following penalties, depending on the severity of the infraction:

1. Repeat or substitution of assignment
2. Zero (0) credit for the violated assignment
3. Zero (0) credit ("F") for the course involved
4. Academic Dismissal

Ethical Use of Artificial Intelligence in Academics

At Wilson University, the ethical use of Artificial Intelligence (AI) in academics is guided not only by academic integrity and WU Academic AI policies, but by the deeper call to spiritual formation and Apostolic integrity. Grounded in the Word of God, students are called to "study to show thyself approved unto God" (2 Timothy 2:15) and to walk in truth, transparency, and righteousness (Proverbs 11:3; II Corinthians 4:2).

AI may be responsibly used to support learning, such as researching, organizing content, developing skills, or enhancing creative processes, when it fosters personal growth and honors God. Students must disclose when AI tools are used, stating the tool and its specific role, and citing sources according to academic standards. AI should never replace the student's own intellectual effort or spiritual engagement with the material.

Prohibited uses include submitting AI-generated content as one's own, using AI to bypass academic tasks or exams, spreading

misinformation, or creating inappropriate or dishonorable content. Such actions violate both academic integrity and biblical principles of honesty and stewardship (I Corinthians 6:19-20).

Faculty are encouraged to model and teach ethical AI practices, helping students discern how to use technology in ways that reflect Kingdom values. The AI policy will be reviewed annually in light of technological changes and community feedback.

By upholding this policy, students actively contribute to a culture of truth, excellence, and discipleship, preparing not only for academic success but for faith-driven leadership in a digital world.

Student Grievance Policy

Student Grievance Overview

Wilson University has established a process by which students may file a grievance for formal review and adjudication. The desired outcome of the university's grievance procedure is the just resolution of student grievances.

Grievances regarding violations of student conduct standards are governed by the Student Handbook. All other student grievances, academic or non-academic, are governed by the policy outlined in this section of the Catalog. If this issue relates to sexual harassment, it will be referred to the Title IX Coordinator.

A grievance should be filed only after all informal means of resolving the problem have been exhausted. In the area of academics, student concerns about course curriculum, course policies, course delivery, or grading should be directed first to the class professor. Concerns unresolved by direct conversation with the professor or concerns about a professor's behavior should be directed to the Director of the Business Office. In areas other than academics, student concerns should be directed to the appropriate university department manager or, finally, to the supervising university vice president.

If informal efforts fail to resolve the problem, the student may file a formal grievance if there is justifiable cause. Justifiable cause for grievance is defined as any act which, in the student's opinion, adversely affects the student and is perceived as a prejudicial or capricious action on the part of any university faculty or staff member or as an arbitrary or unfair imposition of sanctions.

To file a grievance, the student must indicate in writing the nature of the grievance, the evidence on which it is based, and the redress sought. The grievance document(s) must be submitted to the Director of the Business Office. (*Guidelines for grievance documents are presented below.*). The Director of the Business Office will establish a Grievance Committee, which will follow the process articulated in the Grievance Procedure section below.

Student Grievance Procedure

The formal grievance procedure shall be initiated only after other attempts to resolve the matter have been exhausted (*i.e., conferring with the classroom instructor, staff member, or department manager as appropriate, or with the Department Chair or University Vice President*).

a. Timeliness of filing grievances

Except for grade appeals, the student must file a formal, written grievance no more than thirty working days after meeting with the individual the student believes has given him/her cause for grievance or no more than 45 working days after the incident or interaction occurred on which the grievance is based. In the case of grade appeals unresolved by direct conversation with the instructor and chair of that department, a formal, written grievance must be filed within 60 calendar days of the end of the term (*marked by the final class meeting day, including the day of the final exam, if any, for the class*) in which the grade was received. The Director of the Business Office may extend these time limits if there is a compelling reason in his/her judgment to do so. Otherwise, the formal grievance must be filed within the time limits stated.

b. Grievance Committee membership

1. Committee membership for academic grievances shall consist of:
 - Department Chair functioning as Committee Chair
 - One faculty member
 - One student with advanced standing in the degree program

2. Committee membership for non-academic grievances shall consist of:
 - University Vice President (*not with direct oversight of the unit of the university from which the grievance has arisen*), functioning as Committee Chair
 - One faculty member
 - One student with advanced standing in the degree program

c. Required Elements of the Grievance Document.

The grievance document must include the following elements in writing:

1. Names of the parties involved.
2. A clear statement of the nature of the grievance.
3. A narrative of the incident, including what occurred, when it occurred, where it occurred, and who was present.
4. The evidence on which the grievance is based.
5. Why does the incident constitute capricious or arbitrary action by a faculty or staff member that has harmed the student?
6. What has been done to attempt to resolve the grievance?
7. The desired outcome or outcomes.
8. Inclusion of any supporting documentation.

d. Grievance Committee Procedure

1. The Chair of the Grievance Committee will provide copies of the grievance document to each committee member, the university faculty or staff members involved, and to the Vice President overseeing the university department involved.
2. The Grievance Committee will meet at a time scheduled no more than eight working days after the date on which the grievance was filed. The meeting must be scheduled when the principals involved may attend and testify.
3. Meetings of the Grievance Committee shall be attended only by parties named in the grievance, members of the Grievance Committee, witnesses invited by the Grievance Committee, and the Vice President overseeing the department of the university involved.
4. Witnesses may only be present during the time in which they are presenting their testimony.
5. No one other than members of the Grievance Committee may be present during committee deliberations.
6. In cases of conflicting information or when additional information is desired, the Grievance Committee may request the testimony of additional witnesses having information pertinent to the grievance.
7. Neither party may have legal counsel present or have any person function as legal counsel for them. The Grievance Committee may not have legal counsel present.
8. Accurate minutes of the grievance procedure shall be written and kept in a confidential file of the committee's proceedings. The minutes shall include the committee's findings and decisions. No other printed materials or notes may be taken from the meeting. At the option of the Grievance Committee Chair, the proceedings may be recorded.
9. Except for essential communications with the Department Chair or university Vice President following the conclusion of the Grievance Committee's proceedings, and communications with students, faculty, or staff who are parties in the grievance advising them of the Grievance Committee's final decision, the parties, and committee members may not discuss the case outside the meeting.
10. The committee will decide on the matter by consensus, if possible, by vote if necessary. The parties to the grievance will be notified, in writing, within five working days of the decision. The committee's decision shall be final.

Academic Policies and Regulations

Academic Policies and Advising

Success Coaches provide academic advising for all students. Each Success Coach specializes in one or more programs; students are assigned accordingly. The coaches assist students in planning their educational programs by explaining requirements and procedures, and by offering student success strategies and tips. However, students are responsible for their academic progress. The following list outlines students' responsibilities in the advising process:

- Read the Catalog and other academic information provided by the university.
- Check email regularly for communications from the university.
- Know and comply with all current policies, procedures, and requirements for earning a degree, including practicum requirements.
- Contact the Success Coach promptly for advice and other necessary consultations.
- Obtain, complete, and submit all forms needed for registration, Change of Registration (*audit, add, drop*), Petition to Graduate, and related matters, according to the deadlines set by the Registrar.
- Contact Success Coach immediately with concerns about academic progress, in particular, courses, or progress toward a degree.

Academic Classification for Undergraduates

WilsonU classifies undergraduate students according to the number of credits they have earned:

First-year student	0-30 credits
Sophomore	31-60 credits
Junior	61-90 credits
Senior	91+ credits

WilsonU recommends that students not enroll in a course more than one level above their academic classification (*e.g., first-year students should take 1000- or 2000-level courses, rather than 3000- or 4000-level courses*).

Student Enrollment Status

Undergraduate Programs

All undergraduate programs operate on a semester system, with two semesters per academic year. Undergraduate students are considered full-time if they are registered for at least twelve credits per semester, three-quarter time if they are registered for at least 9 credits per semester, and half-time if they are registered for at least 6 credits per semester.

Auditing a Course

Students may audit WILSONU courses for personal enrichment without seeking academic credit. Audit students sign a non-degree application. Written and/or graded assignments are optional at the discretion of the instructor. Students who audit a course do not receive a final letter grade. Audited courses may not be used to meet graduation requirements for any degree program. Students who choose the audit option pay a reduced tuition rate. The number of audit students in each course may be limited at the discretion of the university, and no auditing students will be allowed in a course with a waiting list.

Directed Independent Study

Students wishing to enroll in an independent study course must complete a Request for Directed Independent Study (DIS) available via Success Coach or the Registrar. This completed petition, including a proposed study plan, grading, and evaluation, is to be approved with the required signatures before the study begins. Directed Independent Study students are normally required to have a cumulative 3.0 GPA to be eligible.

Challenge Examinations

There are no challenge examinations.

Late Entry into Courses

In rare cases, students in undergraduate programs may enter a course after the start date. Students are responsible for securing required textbooks and materials in a timely fashion.

Student-Initiated Add/Drop

- In consultation with the Success Coach, a student may submit a Change of Registration (COR) form to add or drop a course no later than the end of day one. There will be no impact on the student's transcript or financial obligation.

Administrative Drop

- If a student does not access (log into) an actively enrolled course by the end of the eighth day of the course, then the student will be dropped from the course. There will be no impact on the student's transcript or financial obligation.
- If a course is dropped, it may impact course sequencing. Success Coaches will work with students to adjust their degree or certificate plan accordingly.

Student-Initiated Withdrawal

- Students may decide to withdraw from a course or courses up until the 14th day of the course.
- The student is responsible for initiating the withdrawal. The student should consult their Success Coach and complete a Change of Registration (COR) form. Ceasing to attend class does not constitute withdrawal and may result in substantial grade and financial penalties.
- A "W" grade will be assigned for the course and will appear on their transcript.
- Depending on the student account payment status, students may owe or be refunded per the refund policy, calculated from the day of withdrawal.
- The date of withdrawal shall be the date on which a student notifies the university **in writing** (via e-mail to the Success Coach or a completed [Change of Registration form](#)) of their intent to withdraw.
- Students who fail to complete the entire withdrawal process will receive zeroes (0) for any unfinished assignments and a final grade computed on that basis.

Assignment Deadlines

It is the responsibility of each student to read and understand the syllabus and assignment deadlines for each course. Coursework is due according to deadlines posted in each online course. Some assignments (e.g., threaded discussions) require students to log in several times during the week to be effective.

If a student is unable to meet an expected deadline, it is the responsibility of the student to contact the instructor before the deadline to request accommodation or extension. Instructors are not required to accept late assignments without prior approval. For approved extensions and unapproved late work, the number of points deducted for lateness is at the instructor's discretion. The instructor may also assign additional work (e.g., extra reading, written assignments, and/or online learning activities) that may help offset the reduction in points for late work.

It is possible for students to complete all their coursework but fail the course due to multiple late assignments. For this reason, students are advised to budget their time to submit their work promptly.

Instructors will grade and give feedback on all work submitted within ten business days.

Grading System

Wilson University uses the following letter grade system, calculating grade point average (GPA) based on a 4-point scale:

A Excellent (4 grade points)	This grade is reserved for work of the highest caliber. The student demonstrates complete comprehension of the course materials. Outstanding analysis and evaluation of assignment topics are communicated with excellence.
B Good (3 grade points)	This grade indicates good to particularly good work, including high comprehension of course materials and effective communication of perceptive analysis and evaluation of assignment topics.
C Average (2 grade points)	This grade indicates satisfactory work, including at least acceptable written work, and adequate comprehension of course material.
D Below Average (1 grade point)	This grade indicates unsatisfactory work with significant shortcomings in meeting expectations in the effort, in meeting minimally acceptable comprehension of course material, or in meeting minimal assignment and writing standards.
F Failure (0 grade points)	This grade indicates an overall failure to meet the minimum standards expected in college-level coursework. The quality and/or quantity of work is unacceptable.

The following special designations may also appear on student transcripts:

CR Credit	For courses graded on a credit/no credit basis, the student receives a "CR" when at least the minimum requirements of the course are met.
NC No Credit	For courses graded on a credit/no credit basis, the student receives an "NC" when the minimum requirements of the course have not been met.
AU Audit	A grade of "AU" is given when students audit a course for personal enrichment without seeking academic credit.
W Withdrawal	A grade of "W" is given when students withdraw within the period published for each term for withdrawal. "W" is completely neutral on the student transcript.
I	An Incomplete or "I" grade is a temporary grade assignment granted only by student request and faculty approval. The "I" grade will lapse to an "F" if the work is not completed by the specified time agreed on by the professor and student.

Filing a Petition for Incomplete

In certain rare circumstances, students may file a [Petition for Incomplete](#), which extends the deadline for finishing assignments. Instructors should award Incompletes when students are confronted with unavoidable life situations, such as a major illness of the student or a family member, death, job change, or sudden relocation. Instructors should not award Incompletes merely to allow students to improve on a bad grade due to deficient performance to that point. The instructor decides if the student's *Petition* falls within these guidelines. Normally, the instructor will not approve an Incomplete unless the student has finished at least 50% of the coursework before the end date for the course.

The Petition may be obtained via the above link or from a Success Coach. The student initiates the petition, which must be approved by the instructor and the Success Coach before the final class meeting. If the petition is granted, the instructor will record a grade on the petition that will be effective if no further student work is satisfactorily completed, six weeks after the end of the semester. The instructor fills out the top portion of the *Petition for Incomplete* and records the *exact date* the assignments are due. The Incomplete may extend no more than 6 weeks beyond the last day of the course. The instructor must submit a new final grade within one week of the deadline on the Petition for Incomplete, based on all the work the student has submitted for the course.

Students should work through their Success Coach, who will obtain the necessary approvals, submit the approved Petition to the Registrar's Office, and arrange for a charge of the fee to the student's account.

Academic Leave of Absence

A [Leave of Absence \(LOA\)](#) may be granted by petition for up to one year. Doing so enables students to return and complete a degree program under the requirements in place at the time they took the leave. If the student does not resume classes at the end of the LOA period, he/she will be withdrawn from the university and must reapply to return.

An LOA is available to students on academic probation only with the approval of the Registrar. An LOA will be granted to any student not on academic probation, provided the student intends to complete the degree at WILSONU. If such is not the student's intention, an LOA will not be approved.

Students who leave the program but do not petition for an LOA, or who discontinue study for more than one year, must reapply for admission. Such students must complete their degree program under the requirements in place at the time of their return.

Withdrawal from the University

Students who withdraw from the university must coordinate the withdrawal with their Success Coach and participate in an [exit interview](#).

Retaking Courses

A student may repeat courses in which grades of "D" or "F" have been assigned so that the higher grade alone will be used in

computing the student's GPA. In such cases, the lower grade will remain, as recorded, on the transcript, but it will be omitted from GPA calculations. Only courses repeated at WILSONU, up to a maximum of nine credits, qualify for this "grade forgiveness" policy. The [Petition to Repeat](#) a Class, with all required signatures, must be filed by the student with the Registrar's Office. Students may obtain petitions from their Success Coach or via the above link.

Academic Standing

Academic Probation

A student will be placed on academic probation when his/her cumulative grade point average at WILSONU falls below the minimum requirements (2.0 for undergraduate programs and 3.0 for graduate programs). The cumulative grade point average is either the Resident GPA or the Overall GPA. In the following probationary semester, the student must achieve a 2.0 grade point average for that semester or be subject to academic dismissal. The student will be removed from academic probation only when the cumulative GPA has been raised above 2.0. In no case will students qualify as degree candidates until the minimum GPA has been achieved.

In addition to the provisions for academic probation below, the Department Chair may immediately dismiss a student without the benefit of probation if, in the judgment of the Department Chair, the student has evidence of a substantial failure to engage in the learning process and is unlikely to progress in further academic endeavors at WILSONU.

Academic Dismissal

A student may be academically dismissed from Wilson University for violation of academic integrity (*as defined in this Catalog's section on Academic Integrity*), or by failing to meet conditions of academic probation (*as defined in this Catalog's section on Academic Probation*), or for behavior that disrupts the learning process (*at the discretion of the Department Chair*). When academic dismissal occurs, a student must wait at least six months before petitioning to re-enter the university.

Readmission

Students who have been academically dismissed from the university may apply for readmission after a minimum period of six months from the date of dismissal. Such students must complete a new application. When applying, the student must also submit official transcripts from other institutions if additional coursework was completed.

The application must be approved by the following, in this sequence:

- Vice President for Student Affairs, indicating that there are no outstanding behavioral issues that would prevent readmission.
- Student Accounts, indicating that Student Accounts has cleared the student for readmission
- Vice President for Academic Affairs, indicating that academic standing is in alignment with university policy.

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

Transfer Credit

Wilson University does not grant credit for remedial coursework, college orientation, high school level courses (*apart from the Advanced Placement and International Baccalaureate programs described below*), challenge examinations, experiential learning, or General Education Development (GED) tests. The university also does not grant credit for duplicated courses (*e.g., Beginning Composition completed at one college and Freshman English completed at another*). If a course has been repeated for credit, the last grade earned will be used in the evaluation of the acceptance of credit.

Undergraduate Programs

Students in undergraduate programs are limited to two course substitutions within the Major Course Sequence of the bachelor's degree through transfer credits or credit for prior learning. Otherwise, Wilson University accepts an unlimited number of credits for prior learning within the bounds of the university's residency requirements.

Credit from Accredited Institutions

For high school graduates and GED recipients, baccalaureate-level courses taken at an institutionally accredited college or university, in which the student earned a grade of “C” or better (*or “NP” if the courses were offered on a Pass/Fail basis*), are eligible for transfer toward a Wilson University degree. College courses taken by high school students must meet the following accreditation criteria to be transferable to a Wilson University degree: The college or university must be an institution of higher education accredited by an institutional accrediting body or professional accrediting body recognized by the U.S. Department of Education and the Council for Higher Education Accreditation.

Credits earned at vocational or technical institutions, which are equivalent in content to the required Wilson University courses, may be transferred according to the policies stated above. A maximum of twelve such credits may be applied as General Electives. If students have completed vocational programs based on clock hours, rather than credit hours, then transfer credit will be computed based on fifty clock hours equaling 1 credit hour.

Credit from Unaccredited Institutions

Courses taken at an unaccredited institution will be considered on a case-by-case, course-by-course basis. Applicants may be asked to provide course syllabi or other evidence needed to make those judgments. If deemed appropriate, then the Registrar's Office may place an institution on a list of “approved colleges,” which will facilitate the transfer process. Wilson University reserves the right to withhold recognition of credits awarded by any college or university that does not, in the opinion of the administration, meet reasonable academic standards.

Once admitted to WILSONU as a degree-seeking student, students must petition in advance to take courses at other colleges. An approved Petition to Take Coursework Elsewhere grants permission to transfer such courses to Wilson University for degree program credit. This petition is available from the Registrar's Office. Courses taken concurrently that are not pre-approved will have no guarantee of being accepted for credit toward a Wilson University degree but will be evaluated for suitability for transfer.

Credit from International Institutions

Students who transfer credits from non-English-speaking countries must provide Wilson University with a certified translation of transcripts and course descriptions, as well as a detailed and comprehensive evaluation of the transcripts performed by Global Credential Evaluators (www.gcevaluators.com). World Education Services (<https://www.wes.org/>) or International Education Services (<http://ies.aacrao.org/>). If students elect to use this process, choose the course-by-course evaluation and request that the evaluating company send a copy of its evaluation directly to Wilson University's Registrar. The Registrar will then use the evaluation to determine which courses will be accepted to fulfill the degree requirements. A copy of the transcript in the native language must accompany the certified translation.

Wilson University has an articulation agreement with William Jessup University and plans to pursue articulation agreements with other institutions.

Credit for Prior Learning

Life Experience Credit

Students with substantial life experience may pursue Life Experience Credit (LEC). Wilson University follows the Policy for Credit for Prior Experiential Learning (CPL) from the WASC Senior College and University Commission (WSCUC). The University follows the standards of the Council of Adult and Experiential Learning (CAEL) to evaluate these demonstrations of learning. Detailed policies and procedures for evaluating Life Experience Credit can be found in the Life Experience Credit procedures. Speak with your Success Coach to explore this option further.

Credit by Examination

Credit toward graduation may be granted by examination and from non-traditional sources. Scores should be reported by the appropriate testing service. Wilson University does not grant duplicate credit for subject areas covered by multiple examinations (*e.g., AP credit for English and CLEP credit for English*). Credit may be granted for:

- a) Successfully passing Advanced Placement Exams of the College Entrance Examination Board (*APCEEB*). Wilson University students receive credit for AP exams completed with a score of 3 or higher. See the chart below based on the recommendation of the College Board.

AP Exam Score	College Board Recommendation	College Credits
5	Extremely well qualified	3
4	Very well qualified	3
3	Qualified	3
2	Possibly qualified	No transfer credit
1	No recommendation	No transfer credit

- b) Successfully passing *International Baccalaureate (IB) Examinations*. Wilson University students receive credits for IB exams completed with a score of 5 or higher.
- c) Successfully passing *College Level Examination Program (CLEP)* exams. Wilson University students receive credits for CLEP exams completed with a score of 50 or higher.
- d) Successfully passing the *American Council on the Teaching of Foreign Languages (ACTFL)* exams.
- e) *DANTES, PEP, and Other Types of Credit by Examination*: Students who enroll at Wilson University may also secure credit through other standardized examinations. Examples include the U.S. military's Defense Activity for Non-Traditional Educational Support Tests (*DANTES*) and the Proficiency Examination Program (*PEP*). Requests are managed on a case-by-case basis.

Credit for Military Training

Military training courses are evaluated according to the guidelines set forth by the American Council on Education (*ACE*) as published in the *Guide to the Evaluation of Educational Experiences in the Armed Services*. Students must have all pertinent transcripts sent directly to the Registrar's Office for evaluation.

- **For the Army, Navy, Marines, or Coast Guard**, go to the [Joint Services Transcript \(JST\) website](#). Fill out an Official Transcript Request to share your transcript with Wilson University.
- **For the Air Force**, go to the [Community College of the Air Force website](#). Submit a request to have your transcript mailed to Wilson University. You can pay for fast delivery if you are trying to meet a deadline.

Credit for Business and Industry Training

Business and Industry courses are evaluated according to the American Council on Education (*ACE*) National Guide to Educational Credit for Training Programs and/or the National Program on Non-College Sponsored Institutions (*NPONSI*). Students must submit all pertinent documentation to the Registrar's Office for evaluation.

Responsibility for Award of Credit Decisions

Decisions regarding the awarding of credit for prior learning are made by the Registrar's Office of Wilson University in consultation with the Vice President for Academic Affairs. The Registrar's Office provides students with transcript evaluations and other documents specifying the type and amount of credit granted.

Residency Requirements

Maximum number of credits that can be transferred by program:

Program	Maximum Semester Credits Accepted
Apostolic Foundations Certificate	None
Business As Mission Certificate	None
Christian Counseling Certificate	None
Leadership Essential and Apostolic Principles Certificate	None
Associate of Arts in General Studies	42
Bachelor of Science in Leadership	78

Graduation Requirements

General Time Limit, Grade Point, and Residency Requirements

To earn a degree or certificate through Wilson University, students must complete all required coursework within the specified time limit, while maintaining a sufficient grade point average and fulfilling WILSONU's residency requirements. Wilson University does not have a cumulative final test or examination required for the completion of any of the programs.

Course Requirements

For lists of required courses for each Wilson University program, see the Academic Information section of this Catalog.

Minimum Grade Point Average

To earn an undergraduate certificate or degree, students must complete all courses with a grade of D or above and earn a minimum cumulative grade point average (GPA) of 2.0. To earn a graduate certificate or degree, students must complete all courses with a grade of C or above and earn a minimum cumulative grade point average (GPA) of 3.0.

Time Limit for Completing Degrees

Students must complete all AA degree requirements within 3.5 years of initial enrollment, inclusive of any Leaves of Absence. Students must complete all BSCM degree requirements within 7 years of initial enrollment, inclusive of any Leaves of Absence, and they must complete the final twenty-four credits of degree requirements during the 5 years immediately preceding the granting of the degree.

Catalog Rights

Although the university fully intends to offer all the programs and courses described, it retains the right to alter or cancel programs or course offerings. Specifically, the university reserves the right to make substitutions if courses required under a given degree program are significantly altered or removed from the curriculum.

Students enrolling in a certificate or degree program enter under the Catalog requirements in effect at the time they enroll in the university. Students who do not enroll in courses for a full year return under the requirements in force at the time of re-enrollment.

Graduation, Academic Honors, and Commencement

Commencement vs. Graduation

Students graduate when Wilson University certifies that they have completed all degree requirements and notates degree conferral in the student's transcript. Commencement is not the actual awarding of a degree, but a formal ceremony marking the actual or anticipated completion of that degree. WILSONU holds a commencement ceremony once each year in September.

Graduation

Students nearing the end of their degree programs follow five steps to complete the graduation process:

Step 1: Students submit an online Petition to Graduate to the Registrar. Petitions must be received by August 1 to participate in Commencement.

Step 2: The Registrar conducts a preliminary degree audit to verify the students' readiness for graduation. If students are not ready, then the Registrar notifies the Success Coach to assist the students in revising their plans for completion.

Step 3: The Registrar's Office then confirms the degree posting date for which the student is eligible. The processing period from the time of approval to the actual posting of the degree is between 30 to 90 days for both undergraduate and graduate degrees. The posting date is the last day of the month following official documentation that all degree requirements have been met. Once the degree is posted, students' transcripts show that they have "graduated" from Wilson University.

Step 4: Transcripts may be ordered immediately, and graduates should receive their diploma or certificate via certified U.S. mail within 90 days of the degree posting.

Step 5: In the case of delayed documentation, the Registrar's Office notifies students of the next eligible posting date and deadline.

Honors List

The Honors List is for undergraduate students only. Following each semester, the Honors List is published. To qualify, students must have completed 12+ credits in that semester for which they earned at least a 3.5 grade point average. Honorees receive a letter and certificate signed by the Vice President for Academic Affairs in recognition of their achievement. Qualifying for the Honors List is not a determining factor for receiving the graduation honors described below.

Graduation Honors

Undergraduate Programs

Wilson University awards three types of graduation honors to bachelor's degree graduates. The university recognizes students who have achieved these honors at its commencement ceremony held each September.

Latin Honors: Wilson University awards Latin honors to undergraduate students who demonstrate academic excellence throughout all their Wilson University coursework.

- Students with a 3.5-3.74 GPA graduate *cum laude* ("with honors"). They receive a gold seal on their diploma, along with a white cord to wear at commencement.
- Students with a 3.75-3.89 GPA graduate *magna cum laude* ("with high honors"). They receive a gold seal on their diploma, along with a silver cord to wear at commencement.
- Students with a 3.9-4.0 GPA graduate *summa cum laude* ("with highest honors"). They receive a gold seal on their diploma, along with a gold cord to wear at commencement.

Commencement

Wilson University holds a commencement ceremony once each year in September. Participation in commencement normally requires:

- A completed [Petition to Graduate](#) (including fee payment)
- A degree posting date closer to the imminent commencement than to the subsequent commencement.
- Financial clearance from Student Accounts by August 15.

Early Commencement

Wilson University students who, at the time of commencement, have six or fewer credits outstanding beyond the current semester's enrollment may be approved to participate in the ceremony under the following conditions:

- Students must file a *Petition to Graduate* by July 1. The Petition must include the Graduation Petition Fee.
- Students must file a Petition to Participate in Commencement with Credits Outstanding with the Office of the Registrar. This request must be approved by the Success Coach.
- The anticipated completion date for all remaining coursework must be in reasonable proximity to the Commencement ceremony.
- The university must approve the Petition to Graduate, certifying that all other degree requirements have been satisfied.

- Students must receive financial clearance from all University offices for obligations incurred up to the time of commencement.
- The Registrar will make the final determination on a student's request to participate in commencement with credits outstanding.

In all cases, degrees will not be recorded, nor will diplomas be mailed, until all degree requirements have been certified as successfully completed by the university Registrar.

*Please Note: Students who take advantage of this "Early Commencement" privilege cannot qualify for Academic Honors to be presented or announced at the time of Commencement. Such honors are based on students' **final** GPA, and the final GPA is unknown until all coursework is completed and the degree is posted. Academic Honors WILL be posted on the student's final transcript and will be noted on the diploma.*

ACADEMIC INFORMATION

Message from the Vice President for Academic Affairs

“Buy the truth, and sell it not; also, wisdom, and instruction, and understanding.”

(Proverbs 23:23)

Welcome to Wilson University!

You are stepping into more than just an academic journey, you are answering a call. At Wilson University, we believe Kingdom education is an integral component of preparing students for the Missio Dei, the mission of God in the world. Your time here is about more than earning a degree; it's about being formed spiritually, intellectually, and personally for the unique role God has designed for you as a Kingdom citizen.

Our mission is to equip Spirit-filled, anointed, and empowered leaders with the understanding, values, knowledge, and skills necessary to bring authentic biblical hope to every individual. We believe your vocation, whether in the church, the marketplace, education, healthcare, the arts, or beyond, should align with your God-given giftings and callings. That alignment is what makes your work ministry and your ministry effective.

At Wilson University, you'll be guided by faculty who are not only academically qualified but spiritually invested in your growth. You'll be challenged to think deeply, engage truthfully, and walk boldly in your identity and purpose. The content will sharpen your mind; the community will uplift your spirit; the journey will transform your life.

Yes, it will cost you; time, energy, finances, and focus. Through your commitment and discipline, you will gain wisdom, understanding, and a foundation that should never be sold or surrendered (Proverbs 23:23). We're honored to walk with you as you pursue what is truly invaluable, a treasure so rich and a pearl so precious that it is worth the surrender of all else to gain. Kingdom education is not simply a goal to attain or a commodity to possess, but a complete transformation; an invitation to align your life with God's eternal purpose.

Welcome to the Wilson University family. Let's grow, serve, and fulfill the mission, together.

With expectation and encouragement,

Anna Ballinger, MBA
(*PhD in Educational Leadership - In Progress*)
Vice President for Academic Affairs

Academic Programs

Department of Arts and Sciences

- Associate of Arts in General Studies

Department of Ministry

- Apostolic Foundations Certificate
- Christian Counseling Certificate
- Business as Mission Certificate
- Leadership Essentials and Apostolic Principles Certificate
- Bachelor of Science in Leadership

Institutional Learning Outcomes

1. Spiritual Formation: Cultivate personal spiritual growth through progressively deeper encounter with Jesus Christ.
2. Biblical Beliefs and Values: Instill biblical truths as the guiding force for ethical reasoning and decision making in one's personal, professional, and civic life.
3. Knowledge and Intellectual Skills: Foster the acquisition of knowledge and the application of intellectual skills.
4. Cultural Awareness: Integrate knowledge of diversity and multicultural competencies to constructively engage and collaborate with others.
5. Leadership: Enhance practical leadership skills and tools to be a catalyst for impactful and sustainable change.

Department of Arts & Sciences

Mission Statement

The mission of the Department of Arts and Sciences is to equip undergraduate students, through Christian higher education (including excellent general education), for success in graduate school, chosen careers, and lifelong service to the church and society.

Goals

The Department of Arts and Sciences is committed to the task of teaching and leading students to achieve the following desired learning outcomes:

1. Students shall develop a mature worldview well-grounded in breadth and depth of knowledge and scholarship.
2. Students shall be well prepared by their undergraduate education to take the next steps toward their chosen career goals.
3. Students shall be well prepared to engage in the enterprise of integrating Christian faith and learning by rigorous Biblical Studies coursework, general education coursework, and major studies coursework.
4. Students shall develop a mature sense of themselves as leaders.

Objectives

1. Students shall effectively articulate evidence-based assessments of the world around them, informed by academic scholarship and by biblical principles.
2. Students shall demonstrate competence in the areas of communication and critical thinking, humanities, history and social-behavioral science, math, and science.
3. Students shall effectively articulate and demonstrate integration of Christian faith and learning.
4. Students shall effectively articulate an accurate self-appraisal and a realistic self-strategy for servant leadership in various life arenas, such as career, community, and church.

Associate of Arts Degree Program

The Associate of Arts degree requires sixty credits of designated coursework, mostly at the lower division (*freshman, sophomore*) level, which can typically be completed in two years of full-time enrollment. This AA degree provides foundational education in the humanities, communication, social sciences, mathematics, and sciences, rooted in biblical values and a Biblical worldview. It is designed to prepare students for entry-level employment or ministry, and to transfer to bachelor's programs in education, ministry, counseling, business, or social work.

Program Goals

1. Students will develop core intellectual competencies and practical skills.
2. Students will develop an academic grounding to prepare them for study in specialized disciplines.
3. Students will develop their character and strengthen their relationship with God as they seek truth and gain wisdom about God's world.

Program Learning Outcomes

1. **Written Communication:** Interact effectively by means of written language to achieve a specific purpose (informational, persuasive, or expressive).
2. **Oral Communication:** Interact effectively by means of spoken language to achieve a specific purpose (informational, persuasive, or expressive).
3. **Critical Thinking:** Examine diverse positions and evidence, expand understanding, and apply knowledge in the pursuit of truth to reach conclusions systematically and logically about what to believe or what to do.
4. **Quantitative Reasoning:** Interpret and analyze quantitative information to solve problems in a variety of settings and to create arguments supported by quantitative evidence.
5. **Information Literacy:** Obtain, evaluate, and ethically use information.

Gainful Employment

Graduates are not trained for a specific vocation but are broadly employable in fields requiring critical thinking, communication, and interpersonal skills. The program prepares its graduates for the following occupations:

1. Clergy (21-2011)
2. Directors of religious activities and education (21-2021)
3. All other types of religious workers (21-2099)

This faith-integrated AA degree supports gainful employment in fields emphasizing service, organization, and communication. Though generalist in nature, it prepares students for vocational pathways in ministry support, non-profit work, and customer service, meeting federal earnings benchmarks and enabling transfer to BA/BS programs for continued education.

A.A. Degree Requirements

PREREQUISITE		CREDITS
LDR1104	Strategies for Success	2
TOTAL		2

COMMUNICATION AND CRITICAL THINKING

COM2211	Interpersonal Communication.....	3
ENG1115	English Reading and Composition	3
ENG2015	Introduction to Literature.....	3
PHI2500	Introduction to Critical Thinking.....	3
TOTAL		12

BIBLICAL STUDIES

BIB1225	History and Literature of the Early Christians.....	3
BIB1325	History and Literature of Ancient Israel	3
TOTAL		6

HUMANITIES

THE1250	Theological Foundations and Worldview	3
	<i>Humanities elective</i>	3
	<i>Humanities elective</i>	3
TOTAL		9

HISTORY AND SOCIAL-BEHAVIORAL SCIENCE

HIS2250	Ancient World History	3
POL2209	U.S. Government	3
	<i>History/Social Science elective</i>	3
	<i>History/Social Science elective</i>	3
TOTAL		12

SCIENCE AND MATH

SCI1208	Biological Science	3
SCI1209	Biological Science Lab	1
	<i>Math elective</i>	3
TOTAL		7

TOTAL GENERAL EDUCATION CREDITS48

GENERAL ELECTIVES CREDITS12

TOTAL CREDITS FOR THE DEGREE60

Department of Ministry

Mission

The Department of Ministry equips students through Christian higher education to serve the Church and impact the world with the gospel through Spirit-empowered leadership.

Goals

1. Students will demonstrate a growing appreciation for knowledge of the Bible by the application of its truths for discipling the nations.
2. Students will demonstrate a deepening commitment of service to the Church as an instrument of God's will in the world.
3. Students will demonstrate preparedness for more demanding biblical studies at the graduate level and/or preaching/teaching ministry with a congregation or parachurch organization.

Undergraduate Ministry Certificates

Apostolic Foundations Certificate

Program Learning Outcomes

1. **Spiritual Formation:** Demonstrate increasing awareness of the presence of Christ and an increasing conformity to the character of Christ with a perspective of the priesthood of all believers.
2. **Biblical and Theological Principles:** Demonstrate the integration of a worldview and ethical standards of conduct reflective of biblical values and theological principles in their personal and professional lives.
3. **Defense of Beliefs:** Provide a rational defense of the Pentecostal ethos.
4. **Cultural Competency:** Demonstrate cultural competency by understanding the distinctives of another culture, comparing cultural perspectives with biblical principles, and respectfully applying knowledge and skills for faithful ministry engagement.

The 12-credit undergraduate-level Apostolic Foundations Certificate includes the following

courses:

BIB1450	Biblical Principles	3
THE1150	Theological Essentials	3
LDR1205	Leadership Formation	3
ICS1460	Intercultural Studies	3

Business As Mission Certificate

Program Learning Outcomes:

1. **Biblical and Theological Principles:** Demonstrate the integration of a worldview and ethical standards of conduct reflective of biblical values and theological principles in their personal and professional lives.
2. **Spiritual Formation:** Demonstrate increasing awareness of the presence of Christ and an increasing conformity to the character of Christ with a perspective of the priesthood of all believers.
3. **Community Engagement:** Demonstrate the capacity to serve contextually the mission of Christ in the local, regional, national, and global settings.
4. **Application:** Apply theoretical, research-based, and biblical concepts to contemporary problems and real-world situations to address specific needs of individuals, families, or groups.

The 12-credit undergraduate-level Business As Mission Certificate includes the following courses:

THE2150	The Theology of Blessing.....	3
BUS2150	Business as Mission.....	3
BUS2250	BAM: From Theory to Application.....	3
BUS2350	Stewarding the Mission.....	3

Christian Counseling Certificate

Note: The CCC program provides information and education regarding several fundamentals of congregational care. Upon completion of the program, students receive a certificate of completion that signifies their successful fulfillment of the requirements of the educational program. The certificate of completion does NOT certify or license students to practice counseling or therapy of any type.

Program Learning Outcomes

1. **Holistic Model:** Integrate a holistic model to promote wholeness in body, soul, and spirit.
2. **Biblical Principles:** Demonstrate professional, ethical, and culturally sensitive standards of conduct reflective of Christian principles.
3. **Application:** Apply theoretical, research-based, and biblical concepts to contemporary problems and real-world situations to address specific needs of individuals, families, or groups.

The 12-credit undergraduate-level Christian Counseling Certificate includes the following courses:

Required (Pre-Requisite to other CCC Courses)

CNS2270	Principles of Soteric Counseling	3
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Electives (Three of the following are required for program completion, but students may opt to take all four electives.)

CNS2271	Counseling Principles for Financial Stewardship	3
CNS2272	Counseling Principles for Grief and Loss.....	3
CNS2273	Principles for Couples Counseling	3
CNS2274	Principles for Addiction Counseling.....	3
CNS2275	Saved & Sober: Facilitating Faith-Based Recovery.....	3

Leadership Essentials and Apostolic Principles Certificate

Program Learning Outcomes

1. **Scripture:** Demonstrate accurate knowledge of Scripture, a strong exegetical approach to Scripture, and competence in appropriate application of the biblical text.
2. **Defense of Beliefs:** Provide a rational defense of the Pentecostal ethos.
3. **Spiritual Formation:** Demonstrate increasing awareness of the presence of Christ and an increasing conformity to the character of Christ with a perspective of the priesthood of all believers.

The 15-credit undergraduate-level Leadership Essentials and Apostolic Principles Certificate includes the following courses:

BIB1225	History and Literature of the Early Christians	3
BIB1325	History and Literature of Ancient Israel	3
THE1250	Theological Foundations and Worldview.....	3
LDR2000	Dynamics of Leadership.....	3
THE2800	Pentecostalism.....	3

Bachelor of Science in Leadership

Program Description

The Bachelor of Science in Leadership is a 120-credit-hour degree that can typically be completed in four to five years. Designed to develop spiritually grounded, biblically informed leaders, the program prepares students to influence people, organizations, ministries, and communities for Kingdom impact. Grounded in Scripture and apostolic theology, the curriculum integrates biblical studies, theology, leadership, and spiritual formation to cultivate leaders of character, integrity, wisdom, and purpose. Students develop practical leadership competencies through the study of organizational systems, cultural engagement, and effective leadership practices. Emphasizing both personal growth and professional preparation, the program equips graduates to serve in ministry, business, education, nonprofit organizations, community service, and other vocational settings. Graduates are prepared to lead faithfully within their sphere of influence, pursue advanced academic study, and contribute meaningfully to God's work in the world.

Program Goals

1. Students will develop a biblically grounded leadership philosophy and worldview that guides ethical decision-making, organizational leadership, and faithful influence in personal, professional, vocational, and ministry contexts.
2. Students will cultivate Christlike character, spiritual maturity, and Kingdom leadership practices that enable them to lead with integrity, wisdom, humility, and effectiveness.
3. Students will demonstrate leadership competence by applying biblical principles, organizational strategies, critical thinking, communication, and interpersonal skills to lead individuals, teams, organizations, and communities.
4. Students will be prepared to exercise transformational leadership in ministry, business, education, nonprofit organizations, and other vocational settings, pursuing lifelong learning, graduate study, and meaningful participation in God's mission and Kingdom work.

Program Learning Outcomes

1. **Spiritual Formation:** Demonstrate increasing awareness of the presence of Christ and an increasing conformity to the character of Christ with a perspective of priesthood of all believers.
2. **Biblical and Theological Competence:** Demonstrate comprehensive knowledge of Scripture and Christian theology through sound biblical interpretation and the faithful application of biblical truth to ministry, ethical decision-making, and daily life.
3. **Leadership and Cultural Engagement:** Demonstrate effective leadership by applying biblical principles, ethical decision-making, organizational practices, and multicultural competencies to be a catalyst for impactful and sustainable change.
4. **Integrated Leadership Practice:** Integrate spiritual formation, biblical knowledge, theological reflection, leadership skills, and

Requirements for the Bachelor of Science in Leadership. To earn the Bachelor of Science degree with a Leadership Major, students must complete the following degree components:

CREDITS

General Education Core.....	48
General Electives.....	24
Leadership Major/Concentrations	48
TOTAL.....	120

Gainful Employment

The program prepares its graduates for the following occupations:

1. Clergy (21-2011)
2. Directors of Religious activities and education (21-2021)
3. All other types of religious workers (21-2099)

In addition to these occupations, graduates may pursue leadership opportunities within churches, faith-based organizations, nonprofit agencies, educational institutions, community organizations, and other mission-driven environments. Depending on employer requirements and professional experience, graduates may also serve in supervisory, administrative, program coordination, training, and organizational leadership roles.

The Bachelor of Science in Leadership provides a strong foundation for vocational leadership, ministry service and continued professional development. The program also prepares students for graduate study in leadership, ministry, theology, education, organizational leadership, business, and related fields, supporting long-term career growth and leadership effectiveness. The occupations identified above meet or exceed applicable federal gainful employment wage thresholds for bachelor's degree programs.

General Education

General Education Core Requirements

The General Education Core, or "GE Core," consists of 48 credits of study that meet the Bachelor of Science degree General Education requirements. It provides students with a broad-based foundation in the Liberal Arts.

PREREQUISITE		CREDITS
LDR1104	Strategies for Success	2
TOTAL		2

COMMUNICATION AND CRITICAL THINKING

COM2211	Interpersonal Communication.....	3
ENG1115	English Reading and Composition	3
ENG2015	Introduction to Literature.....	3
PHI2500	Introduction to Critical Thinking.....	3
TOTAL		12

BIBLICAL STUDIES

BIB1225	History and Literature of the Early Christians.....	3
BIB1325	History and Literature of Ancient Israel	3
TOTAL		6

HUMANITIES

THE1250	Theological Foundations and Worldview	3
	<i>Humanities elective</i>	3
	<i>Humanities elective</i>	3
TOTAL		9

HISTORY AND SOCIAL-BEHAVIORAL SCIENCE

HIS2250	Ancient World History	3
POL2209	U.S. Government	3

<i>History/Social Science elective</i>	3
<i>History/Social Science elective</i>	3
TOTAL	12

SCIENCE AND MATH

SCI1208	Biological Science	3
SCI1209	Biological Science Lab	1
	<i>Math elective</i>	3
	TOTAL	7

TOTAL GENERAL EDUCATION CREDITS.....48

General Electives.....24

THE2800	Pentecostalism	3
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**See course descriptions*

Leadership Major

The **Bachelor of Science in Leadership** is designed to develop spiritually grounded, emotionally healthy, relationally wise, and organizationally effective leaders who influence others for Kingdom impact. Rooted in Scripture and Apostolic theology, the program integrates biblical understanding, leadership development, whole-person formation, and practical application to prepare students for leadership in ministry, business, education, nonprofit organizations, community service, and other vocational contexts.

Grounded in God's mission to reconcile people to Himself and advance His Kingdom throughout the world, the Leadership Major equips students to lead with wisdom, courage, integrity, cultural awareness, strategic vision, and Kingdom leadership. Whether serving in ministry, the workplace, entrepreneurial ventures, or future leadership roles, graduates are prepared with a strong biblical foundation and practical leadership framework for lifelong service, influence, and impact.

Leadership Major Course Sequence

The Leadership Major guides students through a progressive pathway of spiritual formation, biblical understanding, leadership development, organizational effectiveness, and Kingdom influence. Each course builds upon previous learning experiences to develop leaders who can effectively steward people, systems, resources, and opportunities while advancing God's purposes in their communities and spheres of influence.

The curriculum intentionally integrates four dimensions of leadership development:

- Spiritual Formation and Kingdom Identity
- Biblical and Theological Foundations
- Leadership and Organizational Effectiveness
- Mission, Service, and Community Impact

Through this sequence, students develop the knowledge, skills, character, and practical competencies necessary to lead with excellence in their ministerial context, business, nonprofit organizations, education, and community settings.

Students will work in cohorts through the major in the following course sequence:

BIB3707	Spiritual Formation.....	3
BIB3750	Systematic Theology.....	3
THE3200	Apostolic Theology.....	3

BIB4402	Life of Christ	3
BIB4435	Johannine Literature	3
BIB4455	Paul's Literature and Theology	3
BIB2140	Theology of Ministry.....	3
CHM3710	Strategic Leadership	3
CHM3420	Practical Ministry.....	3
ICS3000	Missio Dei	3
ICS4335	Church in Context.....	3

Organizational Leadership Concentration

LDR4000	Personal Leadership	3
LDR4100	Organizational Leadership and Management	3
LDR4200	Systems and Administration	3
CIS4000	Technology in Ministry.....	3
CAP4000	Capstone.....	3

Ministerial Leadership Concentration

CML4000	Pentecostal Ministry.....	3
BIB3116	Literary Exegesis and Analysis	3
CHM3201	Homiletics.....	3
CML4100	Ministerial Ethics.....	3
CAP4000	Capstone.....	3

Leadership Studies Concentration

*Students can choose any four of the other Leadership concentration courses to create their own Leadership Studies concentration. Their four-course choices will tie into their concentration capstone.

Graduate Pathways and Advanced Study

The Bachelor of Science in Leadership provides a strong foundation for graduate study and advanced leadership development. Students who demonstrate academic readiness may have opportunities to enroll in selected graduate-level courses during their senior year.

Wilson University allows qualified senior undergraduate students to enroll in graduate courses. WilsonU allows a maximum of 15 graduate credits to apply toward a bachelor's degree. The university allows a maximum of nine graduate credits to be applied simultaneously toward both a bachelor's degree and a master's degree. This option enables students to begin graduate-level leadership studies while completing their undergraduate program.

Students interested in graduate transition opportunities are encouraged to speak with their Department Chair or Success Coach. Eligible students may complete approved transition courses at the undergraduate tuition rate, providing an efficient and cost-effective pathway toward future graduate education.

Students pursuing the Bachelor of Science in Leadership are also encouraged to strategically select electives that support their vocational goals, leadership interests, and intended concentration area. Additional coursework in biblical studies, business, communication, education, intercultural studies, counseling, entrepreneurship, or ministry may further strengthen preparation for future leadership opportunities and graduate study.

Course Descriptions

Field of Study: In the course descriptions that follow, the first three letters in the course number indicate the general discipline into which that course falls. *WILSONU* currently offers coursework in twenty fields of study:

BIB	Biblical Studies	LDR	Leadership
CAP	Capstone	MIN	Ministry
CHM	Christian Ministry	MTH	Mathematics
CIS	Technology	MUS	Music
CNS	Counseling	PHI	Philosophy
CML	Christian Ministry & Leadership	POL	Political Science
COM	Communications	SCI	Natural Science
ENG	English	SPT	Spiritual Formation
PSY	Psychology	SSC	Social Sciences
HIS	History	THE	Theology
ICS	Intercultural Studies		

Course Level The four digits in the course number represent the course level, which relates to the degree of difficulty and/or level of specialization found in that course. Thus, courses numbered 1000-1999 are typically freshman-level courses. Those numbered 2000-2999, 3000-3999, and 4000-4999 are, respectively, sophomore-, junior-, and senior-level undergraduate courses. Those numbered 5000-5999 and 6000-6999 are graduate-level master's courses. Students should typically not enroll in a course more than one level above their academic classification (e.g., *first-year students should take 1000- or 2000-level courses, rather than 3000- or 4000-level courses*).

Credits Each course description includes in parentheses the number of credit hours earned by satisfactorily completing that course.

Prerequisites At the end of the course description, readers will find any prerequisites that may apply. To illustrate: Students must successfully complete BIB3116 Literary Exegesis and Analysis before enrolling in any other 3000- or 4000-level Biblical Studies courses. Prerequisites are for the students' benefit to ensure that they are well equipped to be successful in the coursework they undertake. Prerequisites also benefit faculty in that instructors may assume adequate preparation from students enrolled in an advanced class and effectively assist students in achieving the learning goals and objectives for that course.

BIB1225 History and Literature of the Early Christians (3)

This course provides a study of the background, principles, and teachings of the New Testament as they relate to a biblical worldview and the development of the early church. (GE Category: Biblical Studies) (*This course is a prerequisite to the BSCM major.*)

BIB1325 History and Literature of Ancient Israel (3)

This course provides an introduction to and overview of the history and literature of the Old Testament. Students will be introduced to basic resources and methodologies for study. The relationship and significance of the Old Testament to the New Testament and the church are emphasized. (GE Category: Biblical Studies) (*This course is a prerequisite to the BSCM major.*)

BIB1340 Pentateuch (3)

This course consists of a study of the first five books of the Old Testament within their historical and geographical contexts. Students gain an understanding of origins and early history from a biblical perspective. They trace major themes in the Pentateuch, including covenant and law. They examine the relationship between God and humanity in early history and understand its significance for the Christian today.

BIB1450 Biblical Principles (3)

This course teaches students to think critically about biblical principles and equips them to form a consistent and cohesive worldview. The course also provides an overview of the Bible with emphasis on the key events, primary figures, and principal themes.

BIB2140 Theology of Ministry (3)

In this course students will define the biblical view of ministry, discern the call of God upon their lives, discuss the importance of horizontal and vertical relationships, express the challenges of ministry, and assess the meaning of a fruitful ministry.

BIB3116 Literary Exegesis and Analysis (3)

This course is an introduction to the tools, methods, and practice of biblical exegesis with a view towards understanding biblical texts in their historical and literary context. It culminates in the writing of an exegetical paper.

BIB3321 Prophets (3)

This course will explore the corpus of Old Testament prophets. Issues of genres, themes, and historical context will be examined. Students will gain an awareness of overarching themes and styles within the prophets as well as an understanding of the unique contributions of the individual books.

BIB3707 Spiritual Formation (3)

This course provides students with tools and practical approaches to strengthening their spiritual formation—defined as being with Christ, becoming like Christ, and living for Christ. It includes an examination of spiritual disciplines and their role in spiritual formation.

BIB3750 Systematic Theology (3)

This course includes continuing exploration of the five primary theological categories (*Theology, Christology, Pneumatology, Soteriology, and Ecclesiology*). It exposes students to an expanded, penetrating look at the content, as well as the implications of theology. The desired outcome is that students understand both and are enabled to utilize this knowledge to provide more effective, enduring ministry.

BIB4090 Apostolic Age (3)

Students examine the beginnings and systematic expansion of the Christian church. Topics include the Pentecostal outpouring of the Holy Spirit and its attendant effects, the apostolic doctrine, the ministries and miracles of the Apostles and their application to the church today, the opening of the church to the Gentiles, and the life and missionary journeys of the Apostle Paul. Emphasis is placed on the development of the early church in the Roman Empire with its conflicts, influences, and persecutions.

BIB4402 Life of Christ (3)

This course provides an in-depth look at the life and ministry of Jesus Christ from the context of the four Gospels. The geographical, historical, and cultural background of Jesus' life and ministry will be covered. Additionally, attention will be given to the identity and purpose of Jesus as well as the significance of his death, burial, and resurrection. Furthermore, the relevance of the Gospels to the believer today will be covered.

BIB4435 John's Literature and Theology (3)

This course provides a comprehensive overview of the Gospel of John and the Johannine Epistles through an examination of their historical setting, literary structure, theological themes, and contemporary significance. Particular attention is given to Johannine Christology, dualism, eschatology, discipleship, spiritual formation, and the development of authentic leadership rooted in the revelation of Jesus Christ. Students will explore how Johannine literature shapes perception, identity, community, and influence while applying Johannine theology to contemporary ministry, leadership, and cultural engagement. Through the study of John's Gospel and Epistles, students will discover how encounters with Christ transform individuals, communities, and leaders.

BIB4455 Paul's Literature and Theology (3)

This course provides an overview of the Pauline Epistles, along with a more detailed analysis of major themes in Paul's theology, life, ministry, and leadership. Emphasis will be placed on the significance of Paul's writings, the theological foundations that shaped his ministry, and the leadership principles demonstrated through his relationships, church planting efforts, and development of emerging leaders. Students will examine how Paul's theology and leadership practices contributed to the growth of the early church and continue to inform Christian leadership and Kingdom service today.

BUS2150 Business as Mission (3)

This course provides an introduction and overview of Business as Mission. Students will explore a theology of work, consider entrepreneurship a calling, and examine the various BAM frameworks that missional entrepreneurs utilize. The principles of stewardship, ownership, and mission will be analyzed through the intersection of faith and business.

BUS2250 BAM: From Theory to Application (3)

This course explores the foundational principles of Business as Mission (BAM) and equips students to apply foundational BAM principles in real-world contexts by developing missional theories into personalized, sustainable strategies. Emphasizing practical integration and critical evaluation, students will create BAM models aligned with individual mission goals and assess their spiritual and practical impact on community transformation.

BUS2350 Stewarding the Mission (3)

In this course, students learn to steward the mission of God through the planning and management of resources in a way that honors Christ and facilitates a sustainable, missional presence of the Kingdom of God globally.

CAP4000 Capstone (3)

In this course, students complete a capstone project that integrates learning from the Leadership program and applies it to a real-world setting. Students will identify a significant challenge or opportunity within their chosen field and develop a strategic response informed by leadership principles, research, and professional best practices. The capstone project provides students with an opportunity to demonstrate critical thinking, effective communication, problem-solving, and leadership skills in preparation for their future vocation and service.

CHM1110 Dynamics of Leadership (3)

In this course, students examine various avenues and vocations of Christian service and apply fundamental theories of leadership to ministry. Students are equipped to recognize their calling in a thoughtful and self-reflective manner.

CHM2140 Evangelism and Church Planting (3)

In this course, students consider practical strategies for church planting in a theological framework. Attention is given to major strategies for evangelism, such as networking, small groups, home visitation, care ministries, cross-cultural ministry, and media.

CHM2700 Church Leadership and Administration (3)

This course is designed to introduce the two-fold mission of the church: to come together in worship and to go forth into the world with the gospel. This course will present the leadership gifts that operate within the church, consider administrative principles and practices, and relate these to denominational polity and local church organizational needs in support of this two-fold mission.

CHM3150 Dynamics of Church Growth (3)

This course provides an overview of church growth in the modern age against the backdrop of biblical principles and the *Missio Dei* (the mission of God). Attention is given to developing a practical theology of church growth and the responsibility of the believer(s) in implementing church growth methods in a contextualized setting.

CHM3201 Homiletics (3)

This course studies the theory and practice of preaching and applies the art of public speaking to both Christian and non-Christian audiences.

CHM3420 Practical Ministry (3)

This course focuses on common ministry demands. Topics include working with volunteers, basic communication skills, informal counseling and referral, ministerial taxes and finances, and human rites of passage (*births, weddings, and funerals*).

CHM3710 Strategic Leadership (3)

This course helps students develop practical skills for leading churches and other faith-based organizations. It gives special focus to analyzing organizational culture and dynamics, vision casting, team building, and strategies for dealing with change.

CHM3907 Early Church Models of Ministry (3)

This course is based upon the supposition that the models of ministry found in the early New Testament church are the most refined, desirable models of ministry for those seeking effectiveness in their present ministry. The course identifies the various models and examines them in an effort to ascertain how these models can be exercised in today's world.

CHM4861 Field Practicum I (1)

Field Practicum is a two-part class that nurtures ministry-mindedness and prepares students for lifelong ministry involvement. In Field Practicum I, students will develop a plan for their future ministry involvement. In this one-week course, students will learn how to document observations and assessments of their ministry setting and their own ministry strengths and weaknesses. This course will set the expectation for continual ministry involvement and the practice of personal spiritual formation over the course of the BS in Leadership major courses, giving the student first-hand knowledge and experience in local church ministry.

CHM4862 Field Practicum II (2)

Field Practicum is a two-part class that nurtures ministry-mindedness and prepares students for lifelong ministry involvement. In Field Practicum II, students will reflect on their ministry involvement over the course of their BS in Leadership major courses. They will be evaluated on their continual ministry involvement, their perception of personal growth, and their plan for future ministry growth and involvement.

CHM4890 Ministry in Context (3)

In this course, students write a capstone project, applying their biblical and theological studies to their specific ministry setting. Students will identify ways in which to better lead the church as a mission-driven community—a movement led by God's Spirit, continually relevant to the ministry context. Special Considerations: Due to practicum elements, this course is open only to Leadership Majors and students in active Christian service. Consult the Department Chair for details.

CIS4000 Technology in Ministry (3)

This course explores the use of technology in Christian ministry. Students will examine technology as a tool that can support the mission of the church and as a force that can shape people, practices, and communities. Attention will be given to digital communication, worship, discipleship, leadership, and church engagement. Students will also consider the spiritual and ethical challenges connected to technology, including distraction, dependence, and the formation of attention.

CML4000 Ministerial Ethics (3)

This course explores the ethical and professional responsibilities of ministry leaders. Students will examine biblical and theological principles that inform decision-making, relationships, leadership practices, and ministerial conduct. Topics include integrity, accountability, stewardship, interpersonal relationships, boundaries, conflict management, and the expectations associated with serving others in ministry settings. Students will develop a framework for ethical leadership that supports both personal credibility and effective ministry service.

CML 4100 Pentecostal Ministry (3)

This course examines Pentecostal ministry as a Spirit-empowered calling rooted in prayer, spiritual formation, and faithful service. Students will explore the work of the Holy Spirit in shaping character, developing discernment, empowering ministry, and guiding leadership. Topics include personal spiritual growth, the cultivation of spiritual disciplines, sensitivity to the leading of the Spirit, and the development of practices that sustain effective ministry and lifelong transformation.

CNS2270 Principles of Soteric Counseling (3)

This course provides an introduction and foundation for the biblical principles of Soteric Counseling. Students will be introduced to basic resources and methodologies for the application of Soteric Counseling, pastoral care, and ethics from an Apostolic perspective. (*This course is a prerequisite to CNS2271, CNS2272, CNS2273, and CNS2274.*)

CNS2271 Counseling Principles for Financial Stewardship (3)

This course examines financial stewardship from a biblical perspective. The focus is on the principles of blessing, stewardship, and money management, as well as ways to apply and teach these principles. This includes an exploration of the balance between materialism and asceticism, taking care of God's resources, and the role of preparation. Recognizing the role of money personality, behaviors, and habits, practical strategies are discussed to help people create a plan, budget, set healthy boundaries, and improve communication about financial issues.

CNS2272 Counseling Principles for Grief and Loss (3)

This course examines theories of grief and loss across the lifespan. The focus is on the experiences of loss, grief, and bereavement as viewed by individuals, families, and loved ones. Major topics include dying and bereavement, separation from a relationship, loss of a job, effects of a disaster, declines in functional health, acute illnesses, and chronic diseases. Specifically, the role of spirituality in the coping process is explored in order to increase the student's ability to implement Christ-centered faith modalities while mentoring or counseling those who have experienced loss.

CNS2273 Principles for Couples Counseling (3)

This course is an introduction to various approaches for providing couples counseling in the church setting. The course will focus on teaching a biblical conceptual model for understanding marriage and how dysfunction occurs and provide short-term methods and techniques to assist couples in crisis.

CNS2274 Principles for Addiction Counseling (3)

This course covers issues, challenges, and effective treatment strategies for people who are struggling with addictions. Students learn about current neurobiology research that supports the concept of addiction treatments and complete case study exercises based on clinical knowledge.

CNS2275 Saved & Sober: Facilitating Faith-Based Recovery (3)

This course prepares students to engage the 12 Steps of recovery through a biblical foundation within the Saved and Sober model. Students will participate personally in the recovery process, growing in self-awareness and spiritual application. They will develop genuine care for individuals and families impacted by addiction, learning to support others with compassion and healthy boundaries. From this foundation, students will gain the skills to lead and facilitate a faith-based recovery ministry and teach lessons that meet the needs of their church and community.

COM2211 Interpersonal Communication (3)

This course provides an interactive learning experience designed to equip students with a comprehensive understanding of self and the basic "listening-to-understanding" skills which facilitate improved interpersonal communications in establishing and maintaining relationships with God and others. (GE Category: Communication and Critical Thinking)

ENG1115 English Reading and Composition (3)

This course involves reading, interpreting, and composing a variety of texts. Instruction emphasizes reading and writing as discourse with a focus on purpose/setting/thesis formation, sentence and paragraph structure, and essay development. (GE Category: Communication and Critical Thinking)

ENG2015 Introduction to Literature (3)

In this course, students engage in a variety of expository writing exercises, including literary analysis, through the critical study of various literary genres, including poetry, short fiction, drama, and novels. (GE Category: Communication and Critical Thinking) (*Completion of ENG1115 with a C or higher is required as a prerequisite.*)

HIS2250 Ancient World History (3)

This course offers an introduction to the peoples of the ancient world. Students study the history, culture, geography, politics, literature, and religion of the major empires of the ancient Near East from 3000 BC to early Christianity (second century AD). Specific emphasis is placed on ancient Israel, emergent Judaism, and the Greco-Roman world at the time of Christ. (GE Category: History and Social-Behavioral Science)

ICS1460 Intercultural Studies (3)

To develop a basic level of cross-cultural competency, this course will challenge students to learn about the way people from various cultural backgrounds think, behave, and communicate. The students will also explore foundational understandings of the field of missiology. (GE Category: Humanities)

ICS3000 Missio Dei (3)

This course examines the biblical foundations and theological implications of *Missio Dei* and its significance for Christian leadership. Students will explore God's mission as revealed throughout Scripture and consider how leaders are called to mobilize people, develop ministries, and engage cultures in advancing the Kingdom of God. Through the study of missional theology, historical and contemporary mission movements, and leadership strategies, students will cultivate the knowledge and skills necessary to lead missionally in local, national, and global contexts.

ICS4335 The Church in Context (3)

In this course, students explore how the triune influences of God's Word, the Cultural Context, and the Christian Movement come together to develop a healthy faith community within its culture. The course focuses on current trends, including proven methods for assisting and growing faith communities in the face of emerging globalism.

LDR1104 Strategies for Success (2)

This is a required initial course for all degree-seeking students. The course focuses on Christian stewardship of time, talents, and abilities for attaining personal, professional, and academic success. Topics include systems of compound growth, time management, interpersonal academic skills, learning styles and study skills, and effective team building processes. Students learn how to write in APA format and how to navigate Populi, the learning management system. (GE Category: Prerequisite) (*Required to be taken at Wilson University*)

LDR1205 Leadership Formation (3)

In this course, students examine spiritual formation as an initial and ongoing foundation for the development of their leadership capacity. Students discover their strengths and explore God's calling in their lives. Concepts include spiritual discipline, spiritual authority, types of leadership, and passion for leadership.

LDR4000 Personal Leadership (3)

This course explores personal leadership as the foundation for effective leadership of others. Emphasis is placed on spiritual formation, character development, self-awareness, emotional intelligence, and personal growth as essential components of leadership effectiveness. Students will evaluate their strengths and areas for development while cultivating practices that promote lifelong learning, healthy relationships, and sustainable leadership in ministry and organizational contexts.

LDR4100 Organizational Leadership and Management (3)

This course provides an introduction to organizational leadership and management in ministry, nonprofit, and other organizational settings. Students will examine how leaders establish vision, align teams around common goals, and guide organizations through change and growth. Emphasis will be placed on strategic planning, teamwork, accountability, organizational culture, and effective execution. Students will develop practical leadership skills that contribute to organizational effectiveness and mission fulfillment.

LDR4200 Systems and Administration (3)

This course equips students with essential systems and administrative practices for ministries, churches, and nonprofit organizations. Students will learn how vision becomes actionable through strategic planning, effective management, staffing, communication, nonprofit budgeting, operations, and systems development. Emphasis is placed on faithful stewardship, executive leadership habits, and building sustainable structures that support mission, people, and long-term organizational health

MTH1103 College Algebra (3)

This course is designed to familiarize learners with fundamental mathematical concepts such as equations, systems of equations and inequalities, also linear, exponential, logarithmic, and rational functions, polynomials, analytic geometry, sequences, and probability with the counting theory. Upon course completion, learners will be able to apply a variety of problem-solving strategies to find solutions to an array of real-life problems. This course also provides the algebraic skills needed to pursue higher-level studies in mathematics. (GE Category: Science and Math)

MUS1503 Practical Music Theory (3)

This course provides the fundamentals of music applied through the development of skills in music reading and writing. It includes the basics of tonal music: scales, diatonic seventh chords, intervals, triads and chords, secondary dominants, and modulation. The course also includes an analysis of several styles of music. (GE Category: Humanities)

MUS2110 Music Appreciation (3)

This course consists of a study of great music and great composers from medieval times through the 20th century. It includes basic elements of music and an introduction to the orchestra. The course compares the qualities of music with those of visual and other art forms. (GE Category: Humanities)

MUS3345 Worship Ministry (3)

This course focuses on the principles of worship music and its role in Christianity. It familiarizes students with various worship forms and the history of church music to contemporary times, and it develops the church musician. Areas of emphasis include relationships, balance, spirituality, and practical applications such as department structure and growth.

PHI2500 Introduction to Critical Thinking (3)

This course provides an introduction to thinking skills necessary for the identification, understanding, and evaluation of arguments. It includes studies of language, common fallacies, and formal and informal reasoning. (GE Category: Communication and Critical Thinking)

PHI3200 Contemporary Social Ethics (3)

This course addresses approaches to ethical and moral decision making. Students also consider the application of Christian ethics to contemporary issues in culture and society. (GE Category: Humanities)

POL2209 U.S. Government (3)

In addition to American political philosophies, the U.S. Constitution, political institutions, political processes, political behavior, and public policy, this course examines the relationship between Christians and government and politics. (GE Category: History and Social-Behavioral Science)

PSY2100 General Psychology (3)

This course is an introduction to the principal areas, problems, and concepts of psychology, including perception, thinking, motivation, personality, and social behavior. (GE Category: History & Social-Behavioral Science)

PSY3100 Principles of Christian Counseling (3)

This course provides an introduction to basic principles and skills needed to minister to individuals through counseling. Various models of counseling are compared and critiqued. (GE Category: History & Social-Behavioral Science)

SCI1208 Biological Science (3)

For non-science majors. This course is an introduction to the basic life functions of invertebrate and vertebrate organisms. Topics include history of biology; basic chemistry of life processes; the cell theory; cellular structure and respiration; mitosis and meiosis; DNA, RNA, and protein synthesis; genetics; embryology; animal and plant taxonomy; animal and plant anatomy and physiology of systems; and the life processes of change from an evolutionary and creationistic viewpoint. (GE Category: Science and Math)

SCI1209 Biological Science Lab (1)

This laboratory course is a 1-credit companion to demonstrate principles presented in SCI1208. Laboratory exercises are designed to demonstrate basic biological principles, as related to scientific study, cell structure and function, genetics, human physiology, evolutionary theory, biodiversity, and ecology. This course provides students with an opportunity to apply principles in experiments utilizing contemporary techniques and methods. (GE Category: Science and Math) (Co-requisite of SCI1208.)

SSC3300 Sociology of Families (3)

In this course, students examine the family as a social institution. The course includes historical and cross-cultural perspectives, a discussion of social changes affecting marriage and the family, an analysis of American courtship and marriage patterns, and the psychodynamics of family life. (GE Category: History & Social-Behavioral Science)

THE1150 Theological Essentials (3)

In this course, students analyze, defend, apply, and teach foundational theological topics and key doctrines of the Christian faith including salvation, the Godhead, and holiness.

THE1250 Theological Foundations and Worldview (3)

This course addresses vital questions concerning the unfolding biblical account of human history and God's divine plan and purposes. The epochal shifts in history and God's covenant with his people are examined. Students also gain a deeper understanding of their biblical worldview, how it differs from other worldviews, and how it answers the basic questions of life. (GE Category: Humanities)

THE2150 The Theology of Blessing (3)

This course explores the biblical concept of blessing from Genesis to the New Testament and its significance for God's mission. Students will examine the origins, transformation, and fulfillment of divine blessing, assess the tension between material and spiritual prosperity, and develop a personal theology of blessing.

THE2800 Pentecostalism (3)

This course provides an overview of the history and antecedent development of the present-day apostolic church from its New Testament roots and the Azusa Street Revival. Students will be introduced to basic resources that show cultural foundations for lifestyle, doctrine, and New Testament theology for the modern apostolic church (GE Categories: History & Social Behavioral Science).

THE3200 Apostolic Theology (3)

This course explores the issues attendant on the praxis of New Testament theological teachings and contemporary society. Emphasis is placed on the importance of biblical ideals and the challenges and processes for bringing them from the timeless into the timely and from abstract thoughts to concrete reality.

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