



WINEBRENNER

THEOLOGICAL SEMINARY



Catalog

Effective Fall 2019

Winebrenner Theological Seminary equips leaders for service in God's Kingdom.

Winebrenner Theological Seminary
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Winebrenner Dei

God is calling *me* to be...

Utilizing this Catalog

This catalog contains a comprehensive listing of administrative and academic guidelines effective fall 2019. These guidelines have been established to support and promote an optimal learning environment within all Winebrenner programs of study and across all Winebrenner learning locations. Students are responsible for becoming familiar with the detailed contents of this Catalog and for living and learning within the letter and spirit of the guidelines as they attend class, interact with other students, with the faculty and staff of the Seminary, or participate in any Seminary-related activity.

Information provided within the catalog is accurate as of August 5, 2019, and is subject to change.

Because certain requirements change from year to year, students are subject to the curriculum requirements in effect at the time they enroll. Winebrenner's academic calendar includes three 12-week trimesters (the week runs Monday-Sunday). Each entry in the course description section includes the number of semester hours granted for that course. While every effort is made to ensure the accuracy of the information available at the time this Catalog is prepared, Winebrenner Theological Seminary reserves the right to make changes at any time without prior notice.



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FACULTY



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*Professor in Clinical Counseling
Director of the Master of Arts in Clinical
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University of Toledo, B.S., 1987;
Bowling Green State University, M.Ed.,
1992;
University of Toledo, Ph.D., 2006;
Winebrenner Theological Seminary (2014).



Dr. David Barbee

*Assistant Professor of Christian Thought
Director of the Master of Arts in Practical
Theology*
George Fox University, B.A., 2000;
Gordon-Conwell Theological Seminary,
M.A., 2003; M.A., 2005;
University of Pennsylvania, Ph.D., 2013;
Winebrenner Theological Seminary (2014).



Dr. Mary S. Iames

Assistant Professor in Clinical Counseling
Bluffton College, B.A., 1988;
Bowling Green State University, M.Ed.,
1992;
The University of Toledo, Ph.D., 2000;
Winebrenner Theological Seminary (2017).



Dr. Karen McGibbon

*Assistant Professor in Clinical Counseling;
Practicum and Internship Coordinator*
University of the West Indies, B.S., 1990;
St. Stephen's College, M.A., 2011;
Regent University, Ph.D., 2015;
Winebrenner Theological Seminary (2017).



Dr. M. John Nissley

Professor of Spiritual Formation and Pastoral Theology

Director of the Doctor of Ministry Program

Pennsylvania State University, B.S., 1974;
Grand Rapids Baptist Seminary, M.R.E.,
1983;
Bethel Theological Seminary, D.Min., 2000;
Winebrenner Theological Seminary, M.Div.,
2010;
Winebrenner Theological Seminary (2000).

Dr. David E. Draper

President Emeritus

Frostburg State University, B.S., 1971;
Winebrenner Theological Seminary, M.Div.,
1979;
Bowling Green State University, M.Ed.,
1985; Ph.D., 1988;
Winebrenner Theological Seminary (1982).

Dr. James L. Resseguie

Distinguished Professor of New Testament Emeritus

University of California, Berkeley, A.B.,
1967;
Princeton Theological Seminary, M.Div.,
1972;
Fuller Theological Seminary, Ph.D., 1978;
Fulbright Fellow, 1990;
Winebrenner Theological Seminary (1976).



Dr. James P. Sweeney

J. Russell Bucher Professor of New Testament

Director of the Master of Divinity Program

Roberts Wesleyan College, B.A., 1989;
Gordon-Conwell Theological Seminary,
M.A., 1993;
Trinity International University, Ph.D.,
2000;
Winebrenner Theological Seminary (2010).

Dr. C. George Fry

Distinguished Professor of Church History and Biblical Studies Emeritus

Capital University, B.A., 1958; B.D., 1962;
M.Div., 1977;
The Ohio State University, M.A., 1961;
Ph.D., 1965;
Winebrenner Theological Seminary, D.Min.,
1978;
Cranmer Seminary, D.D., 2001;
Holy Trinity College and Seminary, S.T.M.,
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Adjunct Professors

Dr. Diane S. Baltaeff, B.S., M.Ed., M.Div., D.W.S.

Dr. James R. Davison, B.A., M.A.(T.S.), D.Min.

Dr. Don Dennison, B.A., M.A.T., M.Div., D.Min.

Dr. J. Robert Douglass, B.A., M.Div., Ph.D.

Dr. Linda M. Draper, B.S., M.A.(T.S.), D.Min.

Dr. Kathryn L. Helleman, B.A., M.Div., D.Min.

Dr. Kim Martinez, B.A, MAT, D.Min.

Dr. Michael A. Scoles, B.A., M.A., M.S.Ed., Ed.D.

Dr. Brent C. Sleasman, B.A., M.Div., Ph.D.

Karen Wortman, B.A., M.A., M.A.H.E.

Endowed Academic Chairs

J. Russell Bucher Chair of New Testament

Dr. J. Russell Bucher served Winebrenner from 1946 to 1955 as professor of New Testament Language and Literature. He retired in 1955 but continued to teach regularly on a part-time basis for another decade. He holds the singular honor of being named professor emeritus at both The University of Findlay and Winebrenner Seminary. In 1964, Dr. Bucher gave a sum of money to establish the Bucher Chair of New Testament Studies in honor of his late wife and parents. Former students and friends also contributed to the endowment fund. Dr. A. J. Mattill was the first person appointed to the Bucher Chair in 1965. Dr. James Resseguie was the second person installed to the chair in 1979. Dr. James Sweeney was installed as the third chair in January 2016.

Gale and Harriette Ritz Chair of Old Testament

The Gale and Harriette Ritz Chair of Old Testament was established in 1996 in honor of Winebrenner's first President, Dr. Gale Ritz, and his wife, Harriette. Dr. Ritz taught at Winebrenner Graduate School of Divinity and served as the second Dean of the school from 1949 to 1961. He served as President from February 1961 until retirement in August 1963. He continued to teach Old Testament until his death in 1970. Besides being the first female graduate of Winebrenner, Harriette served Winebrenner as campus coordinator and trustee. Dr. Louis Stulman was the first person appointed to the Ritz Chair in 1996. Dr. C. Gary Staats became the second person installed to the chair in 2003.

WINEBRENNER VISION OF THEOLOGICAL EDUCATION

Mission Statement

Winebrenner Theological Seminary equips leaders for service in God's Kingdom.

Statement of Faith

In order that the Seminary may set forth and be true to the basic teachings of the Churches of God, General Conference, members of the faculty are not to adopt or teach any exegetical and theological positions exceeding the bounds of the doctrinal and confessional standards of the institution. Winebrenner Theological Seminary affirms the following essential historic Christian doctrines as taught in Scripture and handed down by the Church:

- We believe in the living and true God: one in essence, eternally existent in three persons: Father, Son, and Holy Spirit.
- We believe in the eternally existent Father, Creator of the universe, sovereign and holy God, Lord of all life, perfect in love and power, just and merciful in all ways.
- We believe in the incarnate and revelatory Word of God, Jesus Christ, the perfect mediator between God and humanity: fully divine and fully human as revealed by his virgin birth, sinless life, teaching and miracles, vicarious and atoning death, bodily resurrection, ascension, and personal return in power and glory.
- We believe in the Holy Spirit, the divine agent of regeneration, essential to the salvation of alienated and sinful people; by the ministry of the Spirit of God, people are enabled to know God's grace, experience God's love in Christ, and live a Christ-centered life.
- We believe in the written and revelatory Word of God, the Bible, inspired and illumined by the Holy Spirit: the only authoritative and trustworthy rule of Christian faith and practice.
- We believe in the body of Christ (the Church), the people of God, called out to follow and represent Christ in the world.
- We believe in the ultimate realization of God's glorious reign, consummated by the return of Christ, the resurrection of the dead and the final judgment of all people to eternal life or separation from God, and wherein all things will be made new to the glory of God.

Although the presence of these emphases reflects Winebrenner Theological Seminary's theological position, these beliefs are held charitably and non-coercively within the community; for instance, courses are taught from a stance in which alternative viewpoints are studied historically and systematically.

Vision Statement

Helping Christ-focused servants transform the world.

Core Values

The Winebrenner Theological Seminary community affirms three value statements whose sequence suggests a progression from the center of our life together (Christ and Scripture) through the central value of the institution (education of the whole person) and culminates in a vision of community (welcoming and grace-filled). This sequence is descriptive of who we are and offers a model we desire to see lived out in the lives of graduates.

Centered on Christ and Rooted in Scripture—focusing on the person and redemptive work of Christ as described in Scripture.

Rigorous Education of the Whole Person—preparing leaders for a lifetime of innovative service in the Kingdom of God.

A Welcoming and Grace-Filled Community—inviting the individual to embody Christ through the power of the Holy Spirit.

2018-2023 Strategic Goals

As an institution of higher education, Winebrenner Theological Seminary equips leaders for service in God's Kingdom (*Ephesians 4:12*). In the 2018-2023 strategic plan, Winebrenner will implement strategic goals which enhance the vitality of the institution (*John 10:10*) through helping Christ-focused servants transform the world (*Acts 1:8*). This vision will be accomplished by:

Contextualized Theological Education (*Gain Knowledge)**—Developing delivery models, educational settings, and creative programs that provide theological education within a diversity of contexts to deepen the educational experiences of students and instructors.

A Community of Learners (*Change Lives)**—Encouraging scholarly engagement as it relates to orthopraxy and orthodoxy; through the participation of students and instructors in academic conversations, research, publication, academic conferences, informal engagements, co-curricular events and groups, both within and beyond the seminary setting.

Collaborative Relationships (*Pursue Wholeness)**—Creating a network of relationships that serve the church, the community, students, and alumni. These relationships provide new opportunities for innovation while strengthening the historic commitments of the institution to the Churches of God, General Conference, and to other partners.

Comprehensive Assessment Plan

The institutional mission statement guides assessment at Winebrenner. Assessment is considered using the curriculum-wide student learning outcomes (CWSLOs) of gaining knowledge (knowing), pursuing wholeness (being), and changing lives (doing). The Comprehensive Assessment Plan (CAP) is implemented by the Director of Institutional Assessment and Planning.

The CWSLOs are intended to foster vital qualities of knowing, being, and doing in all participants in Winebrenner graduate degree programs. The sub-SLOs further delineate the three CWSLOs that serve as assessment markers for the Seminary's CAP:

Gain Knowledge – The graduate will interpret ministry contexts in relation to Scripture and human sciences.

- The graduate will explicate the grand narrative of Scripture that culminates in the redemptive work of God in Jesus.
- The graduate will integrate critical thinking and theological reflection into his/her ministry.
- The graduate will formulate principles of ministry in light of Scripture.
- The graduate will evaluate culture to participate in the mission of God.
- The graduate will exhibit the skills of graduate-level research.
- The graduate will analyze current ministry practices in light of Christian history.

Pursue Wholeness – The graduate will embody Christ-like wholeness, leading to professional character.

- The graduate will exhibit the value of community for developing personal wholeness.
- The graduate will embrace the other with compassion.
- The graduate will integrate personal reflection to fulfill personal growth goals.
- The graduate will evaluate the effectiveness of spiritual disciplines for spiritual formation.
- The graduate will echo the fruit of the Spirit through professional dispositions.
- The graduate will affirm trust in God for challenging circumstances.

Change Lives – The graduate will align principles and skills to transform his/her ministry context.

- The graduate will apply essential practical skills to his/her ministry context.
- The graduate will evaluate models of transformation.
- The graduate will implement the theories and methods specific to his/her chosen ministry.
- The graduate will engage the tension of competing spheres within Church and culture.
- The graduate will practice effective forms of communication in her/his ministry context.
- The graduate will demonstrate proficiency in basic skills relevant to his/her ministry

GENERAL INSTITUTIONAL INFORMATION

Location of Institution

Findlay is a community of over 40,000 residents, combining the friendly atmosphere of a small town with the many advantages of a suburban area. Findlay/Hancock County was selected by the Alliance for Youth as one of the “100 Best Communities for Young People” in the United States and has been recognized by Site Selection magazine as the top micropolitan city in the country the past three years.

Findlay is located 45 miles south of Toledo, Ohio, just off Interstate 75 at Exit 159. Akron, Columbus, Dayton, Detroit, Ann Arbor, and Fort Wayne are all within two hours driving distance. The campus is just nine blocks from the center of town, right on Main Street.

Campus

Winebrenner Theological Seminary is located in the Winebrenner building on the University of Findlay campus. The University of Findlay (UF) is affiliated with the same denomination as the Seminary. This facility provides classrooms, common areas, faculty and administrative offices and access to other facilities on the UF Campus through a lease agreement. UF campus services are available to Winebrenner students per a collaborative agreement (see Campus and Facilities). Collaboration between the two institutions provides many benefits to Winebrenner students, including a variety of musical, cultural, educational, and recreational experiences.

Continuing Education

Continuing education events provide relevant, in-depth instruction to alumni, clergy, active laity, as well as seminary students. Topics are consistent with the Seminary’s vision and mission of preparing servant leaders for the Church and the world and frequently serve to offer greater depth than can be given to a subject in the classroom. Continuing education events may include seminars, luncheons, or half-day (or more extensive) events. Typically, a registration fee is charged for events of longer duration.

Some continuing education events grant CEU (continuing education unit) credits using standard Carnegie hours (10 contact hours = 1 CEU). Please contact the event organizer for CEU details.

Affiliations and Accreditation

Association of Theological Schools in the United States and Canada (ATS)

Winebrenner Theological Seminary is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada, and the following degree programs are approved: Master of Divinity, Master of Arts in Practical Theology, Master of Arts in Clinical Counseling, and Doctor of Ministry. Winebrenner is approved by ATS for a Comprehensive Distance Education Program. The Commission's contact information is:

The Commission on Accrediting of the Association of Theological Schools in the United States and Canada (ATS)
10 Summit Park Drive
Pittsburgh, PA 15275-1103
Telephone: 412-788-6505
Fax: 412-788-6510
Website: www.ats.edu

Higher Learning Commission (HLC)

Winebrenner Theological Seminary is also fully accredited by the Higher Learning Commission (HLC) to offer the following degree programs: Master of Divinity, Master of Arts in Practical Theology, Master of Arts in Clinical Counseling, and Doctor of Ministry. The seminary's next reaffirmation of accreditation is scheduled for the 2020-2021 academic year.

The Public Disclosure Notice is available on the Winebrenner website in the "About > Accreditation > Accreditation Status/Quick Facts" tab or through this link:

<https://winebrenner.edu/accreditation/>

Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1413
Telephone: 800-621-7440
Email: info@hlcommission.org

Ohio Department of Higher Education (ODHE)

Winebrenner is chartered by the State of Ohio and has received a Certificate of Authorization from the Ohio Department of Higher Education (ODHE):

ODHE
25 South Front Street
Columbus, OH 43215
General: 614-466-6000
FAX: 614-466-5866

Council for Accreditation of Counseling and Related Educational Programs. (CACREP)
Winebrenner Theological Seminary is accredited by CACREP for the education of clinical mental health counselors.

<https://www.cacrep.org/program/auto-draft-150/>

CACREP

Council for Accreditation of Counseling and Related Educational Programs

1001 North Fairfax Street, Suite 510

Alexandria, VA 22314

Phone (703) 535-5990

Fax (703) 739-6209

The Seminary is a member of the **Evangelical Council for Financial Accountability (ECFA)** and the **Council for Higher Education Accreditation. (CHEA)**

Winebrenner is recognized by the **Veterans Administration** and is authorized under federal law to enroll non-immigrant alien students.

National Council for State Authorization Reciprocity Agreements (NC-SARA)

The State Authorization Reciprocity Agreement (SARA) is a national initiative to provide more access to online courses while maintaining compliance standards with state regulatory agencies. SARA allows institutions to provide online courses outside of their state borders by seeking and maintaining state approvals via a streamlined process. To learn more about SARA, please visit:

www.nc-sara.org

National Council for State Authorization Reciprocity Agreements (NC-SARA)

3005 Center Green Drive, Suite 130

Boulder CO 80301

303-848-3275

info@nc-sara.org

On March 2, 2015, the Midwestern Higher Education Compact (MHEC) approved the State of Ohio to join SARA. On June 15, 2018, the National Council for State Authorization Reciprocity Agreements (NC-SARA) and the State of Ohio approved institutional participation for Winebrenner Theological Seminary. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education.

Professional Licensure

Important Note for Students: If a student is considering an online academic program that leads to a professional license, it is highly recommended that the student contact the appropriate licensing agency where you plan to receive instruction before beginning an academic program. SARA does not provide reciprocity for state professional licensing requirements. Academic programs and individual graduates must meet standards set by that state's licensure requirements in order for a graduate to be eligible for a license.

MASTER OF DIVINITY (M.Div.)

Program Director: Dr. James Sweeney

Purpose

The purpose of the Master of Divinity program is to prepare men and women for Christian ministry, whether in local church settings, chaplaincy expressions, or parachurch contexts. It equips them with the skills needed to function effectively in formal ministry. The Master of Divinity program requires study and competence in four traditional, interrelated disciplines: (1) biblical studies, encompassing the content and contexts of the Old and New Testament Scriptures, with the requirement of learning Hebrew and Greek; (2) church history, where one learns from the accumulated wisdom and challenges of previous generations of fellow Christians; (3) theology, the systematic study and articulation of the Christian faith; and (4) Christian ministries, where one acquires needed skills and develops practical ministry competence.

Program Outcomes for M.Div. Graduates

1. **Gain Knowledge (Knowing):** The graduate will demonstrate a comprehensive understanding of the four classic disciplines: biblical studies, church history, theology, and pastoral ministry. This outcome is assessed through a faith statement that represents the student's best work in biblical studies, theology, and church history, with direct observation and evaluation by faculty.
2. **Pursue Wholeness (Being):** The graduate will demonstrate increasing competence in servant leadership lifestyle, indicating enhanced ability to serve the church in diverse contexts and multiple ways. This outcome is assessed through the articulation of personal and ministerial goals with direct observation and evaluation by self and faculty.
3. **Change Lives (Doing):** The graduate will demonstrate a commitment to the mission of God in their lives by integrating the theological disciplines and content acquired in the program curriculum by discernment, ethical decision making, and spiritual wisdom in their ministry context. This outcome is assessed through a capstone project consisting of a written and oral presentation with direct observation and evaluation by self, faculty, and peers.

Description and Duration

The M.Div. is the traditional degree for preparation of men and women for pastoral ministry, chaplaincy, and parachurch ministries. It is an 81 credit hour program, which could be completed in a minimum of 3 years (9 trimesters), but must be completed in a maximum of 7 years (21 trimesters).

The Winebrenner design for its M.Div. program has key distinctive features:

- The delivery system allows students to complete their program of study in 3-4 years with a course schedule that provides the flexibility to continue their current ministry or employment.
- A spiritual formation emphasis is integrated throughout the curriculum by faculty who seek to live their theology. The M.Div. program provides students with the opportunity for personal and professional transformation as leaders who serve the triune God and the church to change the world.

- Military Chaplaincy Candidates can complete the M.Div. and satisfy the educational requirements of all branches of service. Students should verify the requirements of their chosen branch of service.
- Students pursuing non-military chaplaincy should verify requirements with the organization which provides credentialing. The M.Div. fulfills the requirements of the Board of Chaplaincy Certification Inc. (BCCI).
- Supervised Ministry (SM) courses are an integral part of theological education, which give seniors the opportunity to gain experience and hone ministry skills in his or her area of specific interest. SM provides the culminating, hands-on experience in which students learn to deal with a variety of demands and situations that are part of ministerial life by utilizing their skills and knowledge.

Seniors are required to complete three trimesters (one academic year) of SM in an approved setting. The student is expected to demonstrate personal and professional growth and to think critically about ministry, increasing their self-awareness, skill sets, and competence, based on a healthy theological self-identity.

During the SM experience, the student will work concurrently with both the course instructor (online, participating in case study reflection with their peers) and a placement field supervisor. Formal written evaluations by the supervisor are prepared and submitted to the instructor on a regular basis during each of the three trimesters.

A background check will be conducted before a student begins participation in SM.

Further details about SM are found in the Supervised Ministry Manual, which is provided to students during their first term of SM.

Students have three options to fulfill the requirement in SM:

1. Students may complete Clinical Pastoral Education (CPE) in an appropriate setting approved by the M.Div. Director.
2. Students preparing for a military chaplaincy, who have chaplain candidate status, may complete three annual chaplaincy practicums with approval of the M.Div. Director.
3. Students preparing for ministry will focus their SM courses in their intended area of current or future service. The objective of this immersion experience is to build confidence and insight and to develop and express one's theological self-identity.

Course Load

Credit hours necessary to be considered full-time is a minimum of six credit hours per trimester. A student may choose to take additional degree relevant credit hours based upon suggestions noted in the course sequence.

Class Format

Class format (classroom, online, and/or intensive) is based upon course content and curriculum status. Students will need to have flexibility in their schedules in order to attend the Foundations for Seminary Studies orientation class, field trips, and retreats.

Curricula Details

The Master of Divinity program includes a core curriculum drawn from biblical studies, church history, integrated studies Christian ministries, and theology. One thereby receives broad preparation for Christian ministry, whether in local church settings, chaplaincy expressions, or parachurch contexts.

Course curriculum required of all M.Div. students (81 credit hours):

Biblical Studies (27 credit hours)

- Hebrew Grammar
- Hebrew Exegesis
- Greek Grammar
- Greek Exegesis
- Studies in Paul
- Old Testament Foundations*
- Old Testament Elective
- New Testament Foundations*
- New Testament Elective

**Students may test out of OT Foundations and/or NT Foundations by passing a preliminary Bible exam*

Church History (9 credit hours)

- A Survey of the History of Christianity
- World Religions
- Church History Elective

Integrated Studies (4 credit hours)

- Interpreting God's World and Word
- Foundations for Seminary Studies (1 credit hour)

Personal and Ministry Formation (32 credit hours)

- The Ministerial Person
- Pastoral Care and Counseling
- Discipleship Ministries: Christian Formation
- Church in Mission
- Homiletics
- Christian Worship
- Leadership Communication
- Spiritual Formation
- Ministry Skills and Techniques (2 credit hours)
- Church History and Polity
- Supervised Ministry

Theological Studies (9 credit hours)

Theology I
 Theology II
 Christian Ethics

Class Standing

M.Div. students are classified as juniors until they have completed 30 credit hours, as middle years when they have completed between 31 and 60 credit hours, and as seniors when they have completed more than 60 credit hours.

Requirements for Graduation

The Seminary will confer the Master of Divinity degree on students who complete the requisite 81 credit hours in the program with a minimum cumulative 3.0 grade-point average, have met the requirements for graduation, have been recommended by the faculty, and are affirmed by the Board of Trustees. Students who entered Winebrenner Seminary under a different Graduate Catalog will be subject to the previous policy. If a student interrupts their study at Winebrenner by more than one year (three successive terms) they will become subject to this policy.

Suggested Course Sequence*Three-year M.Div. Schedule:*

Year	Fall	Spring	Summer
1	CM 581 Ministerial Person IS 515 Interpreting God's World and Word IS 510 Foundations for Seminary Studies OT 500 Old Testament Foundations	CH 540 A Survey of the History of Christianity CM 585 Discipleship Ministries OT 606 Hebrew Grammar	CM 582 Church in Mission NT 520 New Testament Foundations OT 607 Hebrew Exegesis
2	CM 688 Spiritual Formation NT 521 Greek Grammar OT Elective	CM 583 Pastoral Care & Counseling CM 586 Christian Worship NT 522 Greek Exegesis	CH Elective CM 584 Homiletics TH/CH 669 World Religions
3	CM 670 Min. Skills & Techniques CM 786.1 Supervised Ministry NT Elective TH 560 Theology I	CM 578 Incarnational Leaders for a Fluid Age CM 786.2 Supervised Ministry NT 627 Studies in Paul TH 661 Theology II	CM 786.3 Supervised Ministry IS 587/IS 589 History and Polity* TH 664 Christian Ethics

*IS 587 Churches of God History and Polity is required for CGGC students

Four-year M.Div. Schedule:

Year	Fall	Spring	Summer
1	CM 581 Ministerial Person IS 515 Interpreting God's World and Word IS 510 Foundations for Seminary Studies	CH 540 A Survey of the History of Christianity CM 585 Discipleship Ministries	CM 582 Church in Mission CH Elective
2	CM 688 Spiritual Formation OT 500 OT Foundations	CM 583 Pastoral Care & Counseling OT 606 Hebrew Grammar	OT 607 Hebrew Exegesis NT 520 New Testament Foundations
3	CM 670 Min. Skills & Techniques NT 521 Greek Grammar OT Elective	CM 578 Incarnational Leaders for a Fluid Age CM 586 Christian Worship NT 522 Greek Exegesis	CM 584 Homiletics TH/CH 669 World Religions
4	CM 786.1 Supervised Ministry NT Elective TH 560 Theology I	CM 786.2 Supervised Ministry NT 627 Studies in Paul TH 661 Theology II	CM 786.3 Supervised Ministry IS 587/IS 589 History and Polity* TH 664 Christian Ethics

*IS 587 Churches of God History and Polity is required for CGGC students



MASTER OF ARTS IN CLINICAL COUNSELING (MACC)

Program Director: Dr. Kelli Jo Arndt

Mission Statement and Purpose

The Master of Arts in Clinical Counseling degree seeks to prepare individuals to be effective counselors and servants of the Lord Jesus Christ who integrate Christian values and beliefs into their work with clients from a multicultural and pluralistic society.

The program is designed to equip men and women to work in multiple settings (i.e. private practice, community mental health agencies, hospitals, government, and business settings) where they can help bring spiritual, emotional, and psychological wellness into people's lives. The objectives of the MACC program are to deliver a high quality education required by the Council for Accreditation of Counseling and Related Programs (CACREP), and to prepare students to meet the requirements of the State of Ohio Counselor, Social Worker, & Marriage and Family Therapist Board (CSW&MFTB) to become licensed as professional Clinical Mental Health Counselors.

Admission

In addition to the application process outlined in the General Academic Information for Degree Programs, MACC students must:

1. Have an undergraduate cumulative grade point average of 3.0.
2. Provide three recommendations. Form available online.
3. Participate in an interview with the program director and/or other MACC faculty.
4. Provide a current resume.

Transfer of Credits

The MACC program may accept up to 15 credit hours of non-clinical work from non-CACREP programs and an additional 9 hours of religious heritage coursework for a total of 24 credits from accredited institutions where the grade assigned was a B- or better. The MACC program may accept up to 45 hours of coursework from a CACREP graduate approved program, which may include religious heritage courses from accredited institutions where the grade assigned was a B- or better. Clinical courses (8) are identified on the MACC program course listing and course map and are not accepted for transfer.

Program Outcomes for MACC Graduates

Knowing, Being, and Doing:

1. Understand and/or apply legal and ethical standards of the counseling profession.
2. Gain and/or employ multicultural competencies (knowledge, awareness, and skills) relevant to clinical mental health counseling.
3. Understand, assess, and/or treat various factors (biological, neurological, physiological, familial) affecting human development, functioning, and behavior.
4. Recognize and/or apply strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development.
5. Differentiate and/or apply various theories and techniques related to clinical mental health counseling, including one's own personal counseling theory.

6. Design, implement, and/or participate in culturally and ethically relevant individual, group, and family counseling interventions.
7. Comprehend, administer, partake in, and/or interpret various assessments relevant to academic, educational, career, personal, spiritual, and social development.
8. Identify, experience, and/or apply evidence-based practices in clinical mental health counseling.
9. Utilize techniques and interventions for prevention and treatment of a broad range of clinical mental health issues.

These Key Performance Indicators are assessed at multiple points and through multiple means in the program coursework.

Additional assessments include the CPCE (Counselor Preparation Comprehensive Examination) administered in the final trimester, the articulation of personal, academic, and spiritual goals evaluated using the CCEC (Christian Counselor Effectiveness Characteristics), and evaluation by the site supervisors using the CCS-R (Counselor Competencies Scale-Revised).

Description and Duration

The Master of Arts in Clinical Counseling (MACC) is a 69 credit hour program which could be completed in a minimum of 2 years (6 trimesters), and must be completed in a maximum of 5 ½ years (17 trimesters). Students matriculate in the MACC program only during the fall trimester. The fundamental mission of the MACC is to educate and train counselors to promote the optimal functioning of individuals, families, groups, and communities. Built upon a solid foundation of knowledge, skills, and dispositions inherent to counseling those from diverse backgrounds, graduates will be able to translate research-validated practices and integrate biblical truth into effective strategies for individuals, groups, and families. Graduates will benefit from personal and professional growth opportunities as self-reflection, critical thinking, and constructive feedback are key components addressed in the program. All students will be assigned to a faculty member who will support and assist them throughout the program to ensure successful completion.

Course Load

Credit hours necessary to be considered full-time is a minimum of six credit hours per trimester. A student may choose to take additional degree relevant credit hours based upon suggestions noted in the course sequence.

Religious Heritage Courses

Nine hours of Religious Heritage Courses are required.

Class Format

Class format (classroom, online, hybrid, or intensive) is based upon course content and curriculum status. Students will need to have flexibility in their schedule in order to attend the Foundations for Seminary Studies orientation class, field trips, and retreats.

MACC Spiritual Retreat

All MACC students are required to attend a spiritual retreat each year. The purpose of the retreat is threefold: 1) students will establish stronger relationships with their peers seeking similar Christian ministry; 2) students will engage in dialogue surrounding the field of counseling with

respect to calling, professional concerns, and the Christian life; 3) the retreat will serve as a self-care exercise, critical to the emotional, physical, mental, and spiritual well-being of professional counselors.

Pre-Practicum Review

MACC students will be required to participate in a pre-Practicum review during the final trimester prior to beginning the Practicum course. This review will evaluate the student's academic progress, personal, professional, and skills development using a standardized rubric. A student receiving a "Pass" will be permitted to register for Practicum. A student receiving a "Pass with Action Plan" will be permitted to register for Practicum and will complete the action plan as assigned. A student receiving the notation "Remediation Required" will not be permitted to register for Practicum but may register for other academic courses and will be subject to re-review in the next pre-Practicum review time period. A student receiving "Remediation Required" in two consecutive review periods may be subject to dismissal from the program after review by the Program Director and the Academic Dean.

Practicum and Internship for MACC Students

Students in the MACC program must complete one three-credit-hour Practicum and two three-credit-hour courses in Internship. Full-time students will register for Practicum in their seventh trimester, for Internship I in their eighth trimester, and for Internship II in their ninth trimester. Students must complete all practicum contact hours before they are permitted to register for internship.

Practicum requires students to complete an average of 10 hours per week in the field over a 10-week period from September-November, for a total of 100 hours in addition to 12 weeks of classroom work.

Internship I and II each require completion of an average of 20 hours per week in the field over a for a total of 300 hours in addition to 15 weeks of classroom work completed during that same period. When necessary, students may apply for a course extension as described herein (see Late Work, Class Absences, Tardiness, and Extensions).

MACC students will not receive their diplomas at graduation unless their internships have been completed before the date of graduation.

Professional Development for Students

Developing a professional counselor identity is valued and instilled in MACC students at the commencement of their program. All students will be assigned to a faculty member who will support and assist them throughout the program to ensure successful completion. Students are required to join both the Ohio Counseling Association (OCA) and the Ohio Association for Spiritual, Ethical, and Religious Values in Counseling (OASERVIC) during their Introduction to Clinical Mental Health Course as part of professional identity development. They are encouraged to maintain memberships and become active members of these professional organizations as well as join other national associations such as American Counseling Association (ACA) and American Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC) throughout their program.

Program Endorsement Policy

Faculty members in the Master's in Clinical Counseling Degree Program have adopted endorsement guidelines as provided in the current version of the *American Counseling Association (ACA) Code of Ethics*. Per the *ACA Code of Ethics* (2014), "F.6.d. Endorsements: Supervisors endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they believe that supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement" (p. 14).

In the academic setting, endorsement includes, but is not limited to, the following activities:

- Approving a student for graduation clearance once he or she has completed all academic requirements of the CMHC Master's Degree Program and has not demonstrated impairment as defined by the *ACA Code of Ethics*;
- Preparing a letter of reference for a student for employment, a credential (e.g., LPC), a doctoral program, etc.;
- Fielding a telephone call, written, or a digital request from a potential employer, credentialing body, institution of higher learning, etc., regarding a student's potential for success in the field of clinical mental health counseling.

Thus, it is the ethical responsibility of faculty members to endorse only those students who possess the requisite skills, personal qualities, maturity, and mental capacities to engage in the requisite activities for their level of training and personal and professional development.

Please note that any MACC Faculty Member retains the right to refuse to endorse a MACC student or graduate of the MACC Degree Program without cause or explanation. Furthermore, the Program Director has an ethical mandate to refuse to endorse any student who meets the *ACA Code of Ethics* (2014) definition for student impairment (Section F.5.b.), regardless of qualifications (Section F.6.d.), for graduation clearance.

Curriculum Plan

In fulfillment of standards from various accrediting bodies, including CACREP, ATS, and OCSW&MFTB, the MACC program includes the following:

General theological education requirements (9 credit hours)-Religious Heritage Course

Formation

(Choose one)

Spiritual Formation

Ministerial Person

Other formational course

upon approval of the

Academic Dean

Biblical Studies

(Choose one)

Old Testament

Foundations

New Testament

Foundations

Theology

(Choose One)

Interpreting God's Word and World

TH 690.1-99 Specialized Studies in

Systematic Theology

Other TH course upon approval of

the Academic Dean

MACC requirements (69 credit hours)

Foundations of Seminary Studies
 Introduction to Clinical Mental Health
 Counseling Theories
 Counseling Techniques (2 credit hours)
 Human Growth and Development
 Group Counseling
 Career Counseling
 Multicultural Counseling
 Assessment in Counseling
 Legal and Ethical Issues in Counseling
 Diagnosis of Mental and Emotional Disorders
 Research and Evaluation
 Psychopathology
 Treatment of Mental and Emotional Disorders
 Personality Assessment
 Counseling Children and Adolescents
 Practicum in Clinical Mental Health Counseling
 Internship I in Clinical Mental Health Counseling
 Internship II in Clinical Mental Health Counseling
 MACC Electives from the list below (6 credit hours)
 Addictions and Counseling
 Family Relations
 Counseling the Dying and Grieving
 Religious Heritage Electives (9 credit hours – see chart above)

Class Standing

M.A. students will be classified as juniors until they have completed 30 credit hours, and when they have completed over 30 credit hours, they will be listed as seniors.

Requirements for Graduation

The Seminary will confer the Master of Arts in Clinical Counseling degree on students who complete the 69 credit hours required in the program with a minimum cumulative 3.0 grade-point average and who have passed the CPCE. These students will have met the requirements for graduation, hence they will be recommended by the faculty, and affirmed by the Board of Trustees.

Suggested Course Sequence

Three-year MACC schedule:

Year	Fall	Spring	Summer
1	CC 500 Intro to Clinical Mental Health CC 510 Counseling Techniques IS 510 Foundations for Seminary Studies Religious Heritage Course	CC 515 Human Growth and Development CC 615 Personality Assessment - C CC 505 Counseling Theories	CC 535 Assessment in Counseling - C CC 605 Psychopathology - C CC 520 Group Counseling
2	CC 545 Diagnosis - C CC 530 Multicultural Counseling Religious Heritage Course	CC 610 Treatment - C CC 660 Addictions Counseling CC 650- Elective	CC 620 Counseling Children & Adolescents CC 600 Research and Evaluation Religious Heritage Course
3	CC 700 Practicum - C CC 540 Legal and Ethical Issues	CC 705 Internship I - C CC 525 Career Counseling	CC 710 Internship II - C CC 655 Elective

C=Clinical Course

Four-year MACC schedule:

Year	Fall	Spring	Summer
1	CC 500 Intro to Clinical Mental Health IS 510 Foundations for Seminary Studies Religious Heritage Course	CC 515 Human Growth and Development CC 615 Personality Assessment - C	CC 535 Assessment in Counseling - C Religious Heritage Course
2	CC 510 Counseling Techniques Religious Heritage Course	CC 505 Counseling Theories CC 660 Addictions Counseling CC 650-Elective	CC 605 Psychopathology - C CC 520 Group Counseling
3	CC 545 Diagnosis - C CC 530 Multicultural Counseling	CC 610 Treatment - C CC 525 Career Counseling	CC 620 Counseling Children & Adolescents CC 600 Research and Evaluation
4	CC 700 Practicum - C CC 540 Legal and Ethical Issues	CC 705 Internship I - C	CC 710 Internship II - C CC 655 Elective

C=Clinical Course

MASTER OF ARTS IN PRACTICAL THEOLOGY (MAPT)

Program Director: Dr. David Barbee

Purpose

The Master of Arts in Practical Theology (MAPT) equips persons for servant leadership and service in various areas associated with the Christian community's corporate life and practice. The degree seeks to develop the general theological, practical application, abilities, and skills required in various ministry forms. The program is fully online, while allowing students to remain resident within their particular local and congregational contexts.

Program Outcomes for MAPT Graduates

1. **Gain Knowledge (Knowing):** The graduate will integrate a basic understanding in the theological disciplines of biblical studies, theology, church history, and Christian ministries. This outcome is assessed throughout assignments focusing on biblical studies, theology, church history, and Christian ministries.
2. **Pursue Wholeness (Being):** The graduate will manifest growth in personal, spiritual, and professional goals. This outcome is assessed through the articulation of personal, spiritual, and professional goals with direct observation and evaluation by self and faculty.
3. **Change Lives (Doing):** The graduate will engage in cultivating the love of God and neighbor demonstrated by a knowledge of and practice in the Christian disciplines including discipleship, spiritual formation, effective service, and self-care. This outcome is assessed through a capstone project consisting of a written and oral presentation with direct observation and evaluation by self, faculty, and peers.

Description and Duration

The MAPT is a 43 credit program which can be completed in a minimum of 2 years. The program is fully online, while allowing students to remain resident within their particular local and congregational contexts.

Course Load

Credit hours necessary to be considered full-time is a minimum of six credit hours per trimester. A student may choose to take additional degree relevant credit hours based upon suggestions noted in course sequence (see Suggested Course Sequence that follows).

Class Format

Class format is online. From time to time, some of the courses may be completed at the campus in Findlay.

Non-Military Chaplaincy

Students pursuing non-military chaplaincy should verify requirements with the organization which provides credentialing. MAPT students must complete an additional 29 credit hours to fulfill the requirements of the Board of Chaplaincy Certification, Inc. (BCCI). Details are available from the Student Success and Records Coordinator.

Required Courses:

1 Credit	Foundation	Foundations of Seminary Study
15 Credits	Bible/Theology	Recommended for students not previously taken: Theology I Theology II Interpreting God's Word and World Old Testament Foundations New Testament Foundations Electives (at least one Bib and one Theo)
3 Credits	Church History	Any CH course (CH 540, CH 541, CH 542, or CH 543 fulfill it)
3 Credits	Formation	Ministerial Person
3 credits	Ethics	Christian Ethics
6 Credits	Cultural Engagement	Students must select one course from each section 1. Church and Evangelism A. Church in Mission B. Church Growth 2. Cultural Exegesis A. Apologetics B. World Religions
12 Credits	Electives	Students may select courses from the following content areas to fulfill elective requirements: 1. Pastoral Care and Counseling 2. Homiletics 3. Christian Worship 4. Leadership Communication 5. History and Polity 6. Spiritual Formation 7. Discipleship Ministries 8. Spiritual Direction 9. Formational Prayer 10. Human Growth and Development 11. Group Counseling 12. Career Counseling 13. Multicultural Counseling 14. Counseling Children and Adolescents 15. Family Relations 16. Counseling the Dying and Grieving 17. Addictions and Counseling
43 Credits	TOTAL	

Class Standing

M.A. students will be classified as juniors until they have completed 24 credit hours, and when they have completed over 24 credit hours, they will be listed as seniors.

Requirements for Graduation

The Seminary will confer the Master of Arts in Practical Theology degree on students who complete the 43 credit hours required in the program with a minimum cumulative 3.0 grade-point average, have met the requirements for graduation, have been recommended by the faculty, and are affirmed by the Board of Trustees. Students who entered Winebrenner Seminary under a different Graduate Catalog, will be subject to the previous policy. If a student interrupts their study at Winebrenner by more than one year (three successive terms) they will become subject to this policy.

Suggested Course Sequence

	Fall	Spring	Summer
Year 1	CM 581 The Ministerial Person IS 510 Foundations for Seminary Study OT 500 Old Testament Foundations	Elective Elective	Cultural Engagement Elective NT 520 New Testament Foundations
Year 2	IS 515 Interpreting God's World and Word TH 560 Theology I	TH 661 Theology II Church History Elective Elective	TH 664 Ethics Cultural Engagement Elective

Fall	Spring	Summer
CC 510 Counseling Techniques CC 530 Multicultural Counseling CM 581 Ministerial Person CM 598 Sacred Sexuality CM 688 Spiritual Formation IS 510 Foundations for Seminary Study IS 515 Interpreting God's World and Word NT 521 Greek Grammar NT Elective OT 500 Old Testament Foundations OT Elective TH 560 Theology I	CC 515 Human Growth and Development CC 525 Career Counseling CC 615 Personality Assessment CH 540 A Survey of the History of Christianity CM 500 Character of a Leader CM 501 Leadership Competencies CM 583 Pastoral Care and Counseling CM 585 Discipleship Ministries CM 586 Christian Worship NT 522 Greek Exegesis NT 627 Studies in Paul OT 606 Hebrew Grammar TH 661 Theology II	CC 520 Group Counseling CC 600 Research and Evaluation CC 620 Counseling Children and Adolescents CH 541/2/3 Church History Electives CM 582 Church in Mission CM 584 Homiletics CM 590 Leadership Communication CM 689 Spiritual Direction IS 587/589 History and Polity NT 520 New Testament Foundations OT 607 Hebrew Exegesis TH 664 Ethics TH 669 World Religions

DOCTOR OF MINISTRY (D.Min.)

Program Director: Dr. M. John Nissley

Purpose

The purpose of the course of study leading to the Doctor of Ministry (D.Min.) degree is to enhance the practice of ministry for persons holding the Master of Divinity (M.Div.) degree or its equivalent, and who are currently engaged in positions of Christian leadership. The program is practical in nature and is designed to increase professional competency. Students will be equipped at a more advanced level of theological reflection, critical thinking, communication skills, and leadership formation than that achieved in the foundational work of the M.Div. A program assumption is that the ministry of a local congregation of Christian ministry setting will provide the context for the course of study.

Doctor of Ministry Director’s Vision: “Professional and personal development of Christian leaders is a vital objective to globally enhance the extension of God’s kingdom. The currency of the 21st Century is time; this becomes the primary challenge for doctoral students to experience freedom in Christ’s *Kairos* kingdom time zone!”

—Dr. M. John Nissley

Program Outcomes for D.Min. Graduates

1. Gain Knowledge (Knowing): The graduate will investigate and reflect on critical ministry challenges and theological issues with a cogent biblical worldview. Advanced levels of biblical and theological seminar participation and projects are evaluated via direct observation by faculty in four research seminars:
2. Pursue Wholeness (Being): The graduate will manifest growth in achieving personal, spiritual, and professional formation. Personal case study presentations demonstrate and represent the student’s best work in theological, biblical, and spiritual reflection that are evaluated via direct observation by faculty in four core formational seminars:
3. Change Lives (Doing): The graduate will contribute new insights to the body of ministerial practice through quantitative and qualitative research during an intensive field research process based on her/his ministry context. The capstone project consists of the student’s research project report culminating in an oral and written summary presented in a symposium. Evaluation is completed via direct observation by cohort peers, faculty, and the research project team:

Description

As a four-year, in-service degree, the Winebrenner Doctor of Ministry degree program affords students the opportunity to begin their doctoral degree program in any of the three trimesters (Spring, Summer, or Fall) and to complete the program while remaining in full-time ministry. The program consists of 32 credit hours composed of courses focused on personal and professional development while completing a comprehensive research project.

A distinctive feature of the Winebrenner DMin program is that it begins with the initial research methodology course as the student designs a prospectus to guide his or her research project, instead of waiting until mid-way through the program. The intensive one-week courses are held twice annually in the Fall and Summer trimester on the Seminary’s campus located in Findlay, Ohio, and the online courses are offered in the Spring trimester.

The focus of a Winebrenner doctoral candidate's research project is leadership formation by enhancing leadership effectiveness, spiritual formation, and theological praxis. The design and intent of this degree program is to provide an opportunity for students to be engaged in prolonged research with a Personal Research Design (PRD) for the duration of the four-year degree program. This PRD is a unique feature of the Winebrenner doctoral program that affords a venue for in-depth exploration, reflection, and review with feedback from peers, mentors, and professors in the student's specific area of ministry and research emphasis. The parameter for research study emphasis is to be within the broad scope of kingdom service in the student's ministry context.

Components

1. Contextualized Learning in Students' Ministry Context

Students meet with professors and other students for intensive, week-long courses in two trimesters/year (Summer and Fall) on the Findlay, Ohio campus. During each of these intensive weeks, students complete two courses with pre- and post-course assignments along with assignments during the week of the intensive courses. In the Spring trimester, an online course is offered to provide an extended 12-week contextualized learning experience. Doctoral courses are equivalent in contact hours to a 2-credit hour course over a 12-week trimester, which involves 24 hours of learning activity via in-class and contextualized learning format. The research courses are 1-credit hour that involves 12 hours of learning activity via in-class plus contextualized learning projects.

Fall trimester (November), on the Winebrenner campus, students meet in the morning Monday through Thursday (20 hours) to focus on personal formation, resilience, leadership, and wholeness issues, by completing four core formation courses (DM 800, DM 840, DM 845, and DM 847). The contextualized learning component consists of case study and focus group process in the student's ministry context (4 hours). In the afternoon, students complete research and writing courses (DM 900.1-6 & DM 907) Monday through Wednesday (12 hours). Doctoral students meet in cohorts to focus on the research process and writing their project reports as they present a current chapter for cohort processing, evaluation, and feedback. Faculty and students each bring academic and practical knowledge to the discussion. Mentored research study is guided by the Research Project Team (RPT) during the trimester to complete the research and writing assigned chapter.

Spring trimester (January-March), during the 12-week trimester, online courses (24 hours) emphasize focused inquiry on contemporary theological issues from a biblical and social perspective within diverse cultural contexts. These four courses (DM 820, DM 835, DM 842, and DM 812) undergird doctoral students' theological formation and help shape their research projects.

Summer trimester (May), on the Winebrenner campus, students meet in the morning Monday through Thursday to engage in studying contemporary practical ministry issues utilizing case study and reflection skills (20 hours) with follow-up contextualized field research (4 hours) in four ministry development courses (DM

871, DM 855, DM 854, and DM 805). Research and writing courses (DM 900 & DM 900.1-6) meet Monday through Wednesday (12 hours). The mentored research study is guided by the RPT during the trimester to complete the research and writing assigned chapter. Symposium presentations (DM 907) are frequently scheduled in this trimester for doctoral candidates who intend to graduate in August.

2. Individual Self-Directed Learning

Adult learners function best when they are directly involved in the learning process. The D.Min. program assumes that the students are adult learners who not only receive information but who also actively participate in their own learning. Students are held accountable for their own learning through pre- and post-session readings and projects related to their ministry contexts.

3. Community Peer Learning

Participants in the D.Min. program are expected to think and work both independently and collaboratively. The traditional model assumes that teachers transmit significant knowledge to passive receivers of that knowledge. Learning, however, also takes place in community. Adults bring a large pool of previous experience and wisdom to the classroom. Thus, collaborative learning in community with other ministry peers and practitioners creates an atmosphere where students can learn from and share with one another.

4. Research Project

The DMin research project is the culminating learning experience of the doctoral program and is intended to challenge the candidate to think and act theologically with integration by identifying a specific problem in ministry, organizing an effective research model, gathering appropriate resources and data, and evaluating the results. The research should be conducted within the applied setting of the student's own context of ministry. The research project may not be started until the prospectus has been approved by the Director.

The candidate has great latitude in the selection of a focus for the research project, which may include many possible ministry situations. In terms of quantity and quality, each research project report will be evaluated according to professional standards commensurate with doctoral-level work as defined by the Seminary's comprehensive chapter evaluation rubrics. Prior to beginning the data collection phase of the research study, students will submit an Ethical Research Plan to the Seminary's Institutional Review Board (IRB) for review and approval. After the IRB and the RPT approve the Ethical Research Plan, the student may commence the data collection phase.

The purpose of the research project is to provide students with an opportunity to study a specific ministry problem and provide an effective solution. The research study may emerge out of the following areas of inquiry: administration and leadership, church development and planting, Christian education, counseling, discipleship, evangelism, missions, pastoral care, preaching, spiritual formation, stewardship, teaching, worship, youth work, and other kingdom ministry areas. The research project should demonstrate doctoral-level work and display the candidate's competence in critical thinking, analysis, and synthesis. Research projects are completed under the direction of a project mentor, external reader, writing stylist, and the DMin Director.

Research Emphasis

The unique emphasis at Winebrenner is that 25% of the doctoral degree program is weighted in completing a sequence of eight 1-credit research seminars over the duration of the degree program. Students will engage in exploring and designing creative approaches to issues that are experienced within their specific area of research. Winebrenner has a distinctive approach in guiding students through the four-year research experience that provides a unified structure for all DMin students yet affords diversity in research emphasis while engaging the students in cohorts for peer evaluations and feedback during the research journey.

Research Project Template Options

The D.Min. program has two template options for students to select in designing their research project report. The preferred template is selected by students during the first year of their doctoral program. The following chart provides a basic explanation to guide students in making this vital decision:

Components	Project Report	Applied Project Report
Focus	Students research a ministry or theological issue that will benefit the student's ministry context and the broader church. In this option, students develop an in-depth report that describes their research journey.	Students research a ministry or theological issue that will benefit the student's ministry context and the broader church. In this option, students develop a succinct report that explains their research journey and resource materials focused on their ministry issues.
Format	Students craft a six-chapter project report that follows the research design process yielding a 200-page, high quality, written document. This is a qualitative and quantitative research process that utilizes theological reflection, cogent research models, and practical ministry outcomes.	Students craft a six-chapter project report that follows the research design process yielding a 120-page high quality written document, plus 120 pages or more contained in the appendix in the form of a practical application manual, a book, or a book and application manual. This is a qualitative and quantitative research process that utilizes theological reflection, cogent research models, and practical ministry outcomes.
Follow-up	Students apply research findings in their ministry context and in the broader church.	Students apply research findings in their ministry context and in the broader church. Students may also publish their resource materials developed during the research process.

Qualifications of Applicants

Applicants for the Doctor of Ministry degree program must have the following four prerequisites:

1. Applicants must possess an ATS accredited Master of Divinity (M.Div.) degree or its educational equivalent, as determined by the Academic Dean.
2. Applicants must give evidence of ability to do doctoral-level work as indicated by a minimum cumulative grade point average of 3.0 (on a 4.0 scale) at the graduate level.
3. Applicants must have three years of ministry experience. Applicants with less than three years of ministry experience may provide proof of alternative life experience for three or more years in other types of professional, business, and/or military service.
4. Applicants must be involved in a current ministry context and remain in ministry throughout the duration of their doctoral program.

Admission Process/Program Entrance Process

The following five items are required in completing the application/entrance process for the D.Min. degree program:

1. Applicant must submit a completed application with a \$30 non-refundable application fee.
2. Applicant must submit evidence of prior quality academic work documented by a final official transcript for all coursework completed in undergraduate and graduate institutions.
3. Applicant must submit a 750-1000 word *Ministry Assessment Essay* (see below) and specifically answer how participation in the Winebrenner Doctor of Ministry degree program will contribute to his or her ministry.
4. Applicant must submit a *Ministry Study Endorsement Letter* from his or her church board or appropriate supervising body acknowledging their support and encouragement of the applicant's doctoral study program.
5. The D.Min. Director will schedule an interview via telephone or Skype, and/or a campus visit.

Ministry Assessment Essay

The 750-1000 word Ministry Assessment Essay is one important evaluative component of the entrance process at Winebrenner Theological Seminary. It will be used by the D.Min. Director to assess a prospective student's writing ability and potential for success in the D.Min. program, and will be evaluated on these academic writing criteria:

- Purpose—establishes a clear focus for the essay
- Organization—presents a logical order, flow of thought, and sequence
- Content—develops information in a complete and relevant manner
- Style—uses effective words and displays a professional tone
- Grammar—demonstrates knowledge of proper grammar, punctuation, and spelling

If the essay does not meet Winebrenner's academic standards, applicants may be required to complete a refresher writing course at a college or university of their choice before entrance into the Doctor of Ministry program.

The essay will have six clearly defined sections:

1. Description of Ministry Experiences. Describe your commitment to Christ, both past and present ministry accomplishments and disappointments, as well as strengths and challenges that you presently bring to ministry.
2. Theological and Ministry Issues. Discuss two theological or ministry issues that have clearly contributed to your identity and maturity as a Christian ministry professional.
3. Participation in the Doctor of Ministry Program. State how your participation in the Doctor of Ministry program will contribute to the fulfillment of your personal and professional development and goals.
4. Family and Collegial Support. Comment on the encouragement and support that you expect to receive from family, friends, colleagues, and others as you enter the Doctor of Ministry program.
5. Other Related Information. Explain what other aspects of your background (abilities, accomplishments, education, personal qualities, and professional history) will contribute to your potential for success at Winebrenner. Please include an assessment of your computer skill level.
6. Verification. Complete your essay with a statement, along with your signature and date, that it represents solely your own work and not the work of any others.

M.Div. Equivalency

Applicants who have completed a master's degree(s) or doctoral degree(s) but do not hold the Master of Divinity degree may apply for M.Div. equivalency by submitting an evaluation worksheet (obtained from the Seminary's Admissions Staff) and supporting documentation, in addition to the documents that were submitted as part of the admissions process.

WTS considers M.Div. equivalency as the successful completion of a master's degree, and a minimum of 72 semester hours or comparable graduate credits. Transcripts of all post-secondary studies must demonstrate successful completion of graduate credits that represent broad-based work in theology, biblical studies, and the arts of ministry, in order for equivalency to be granted. Ministerial experience alone is not considered the equivalent of, or a substitute for, the master's degree, but at least five years of full-time ministerial leadership is required.

After all documentation has been submitted, the equivalency portfolio is evaluated by the Academic Dean. Equivalency applicants will be required to complete an interview with the Academic Dean. On occasion, the Academic Dean and the D.Min. Director may request additional documentation in order to verify equivalency.

Once a student has been granted MDiv. equivalency, he or she will be admitted to the D.Min. program on probation and given permission to begin work on the degree. Students admitted on probation will be required to meet individually with the Student Success and Records Coordinator to help ensure his or her success in the program. The probationary status will be removed following the completion of 12 hours of study with a cumulative grade point average (GPA) of 3.0 or higher.

6/2013

Probationary Admission

The Admissions Committee may, at times, admit an applicant on probation with a cumulative GPA below 3.0. The reason for granting admission on probation is evidence presented by the applicant

that his or her cumulative GPA does not necessarily reflect his or her competence to do doctoral-level work. A student admitted on probation is required to maintain a 3.0 cumulative GPA and adhere to any other stipulations imposed by the Admissions Committee. Otherwise, he or she will be dismissed from the program.

Transfer of Credit

Students qualified for admission into the WTS D.Min. program may be permitted to transfer nine credits of D.Min. coursework from another ATS-accredited institution.

Seminar Space Availability

All seminar registrations must be completed prior to the first day of the seminar. Enrollment priority will be in the following order, based on available space: (1) WTS doctoral students; (2) WTS doctoral students desiring to take a seminar for non-credit; and (3) visiting students desiring to take a seminar for transfer credit. Doctoral seminar class size is limited to 20 registered participants. However, non-credit enrollment can never exceed 25% of the entire class membership.

Program Orientation

New doctoral students will meet with the D.Min. Director and Director of Library Services during their initial DM 900 Research Methodology seminar. The purpose of these orientation and cohort sessions is to prepare the student to function effectively in the program and on the WTS campus. This orientation will: (1) present the WTS D.Min. program design; (2) discuss the expectations of doctoral academic work; (3) explain the program's focus on qualitative and quantitative research; (4) familiarize the student with the WTS campus and personnel; and (5) orient the student to the use of the Seminary's theological library and its electronic resources.

D.Min. Program Manual

The D.Min. Program Manual includes additional information to guide the student through his or her doctoral program. It is available for review in PDF format on the Winebrenner website.

Duration of Degree Program

The D.Min. degree program is designed to be completed in four years. The Program Director, in consultation with the Academic Dean, may design an alternate curriculum plan. Plans which extend beyond the four-year program will require approval for program extension by the Academic Dean.

Requirements for Graduation

The Seminary will confer the Doctor of Ministry degree on students who complete the 32 credit hours required in the program with a minimum cumulative 3.0 grade-point average, have met the requirements for graduation, have been recommended by the faculty, and are affirmed by the Winebrenner Board of Trustees.

Doctor of Ministry Curriculum Plan

Year	Fall [November]	Spring [Online]	Summer [May]
#1 2019	DM 847 Emotionally Healthy Leadership DM 900 Project Research & Writing	DM 820 Theological Reflection	DM 871 Conflict Management & Resolution DM 900.1 Research Methodology
#2 2020	DM 845 Leadership Resilience & Ethics DM 900.2 Project Research & Writing	DM 835 Biblical Theology	DM 855 Missional Context & Design: New Realities for Engaging the Church DM 900.3 Project Research & Writing
#3 2021	DM 840 Formed in Christ for & in Community DM 900.4 Project Research & Writing	DM 842 Evangelicalism & the Dynamics of Power	DM 854 Preparing Leaders for the 21 st Century DM 900.5 Project Research & Writing
#4 2022	DM 800 Spiritual Formation DM 900.6 Symposium Presentation	DM 812 Prophet, Priest, & Sage: Models for Ministry	DM 805 Systemic Issues in Pastoral Care DM 907 Project Research & Writing

AM seminars meet Monday-Friday (8 a.m.-noon)
PM seminars meet Monday-Thursday (1-5 p.m.)

COURSE DESCRIPTIONS

Clinical Counseling

*** Clinical Counseling courses not labeled “MACC students only” are available for any seminary student. Prerequisites apply to MACC students.*

CC 500 Introduction to Clinical Mental Health

This course introduces students to the history of the counseling profession, professional issues and trends, theoretical orientations, practice settings and modalities, the mental health system, and professional identity and advocacy. *Prerequisite: IS 510 (3 hours, MACC students only)*

CC 505 Counseling Theories

This course provides an overview of counseling theories and examines the philosophical systems underlying those models. This course also examines the basic concepts of counseling such as definitions, interviewing, case conceptualization, clinical procedures, and other skills necessary to practice a variety of counseling theories and techniques in clinical settings. *Prerequisite: IS 510 and CC 500 (3 hours, MACC students only)*

CC 510 Counseling Techniques

This course equips students with essential counseling skills such as attending, listening, focusing, reflecting, probing, confronting, goal setting, and challenging. This course has a practical lab experience. Within a small group, students will implement skills learned under the supervision of a small group professor. Students will have multiple opportunities to utilize and develop counseling techniques in this course. *Prerequisite: IS 510 and CC 500 (2 hours, MACC students only)*

CC 515 Human Growth and Development

This course provides an overview of the various theories of human growth and development throughout the lifespan and their implications for counselors. Genetic/biological, physical, social/cultural, emotional, and intellectual bases of human development are explored. *Prerequisite: IS 510 and CC 500 (3 hours)*

CC 520 Group Counseling

This course provides students an opportunity to learn about group theory and techniques along with group dynamics and process through class discussion and via an experiential component. Students will examine group stages, types of groups, styles of leadership, and pre- and post- group assessment. Students will also gain competencies in designing, utilizing, and facilitating groups. Multicultural and ethical considerations will also be addressed as they pertain to groups. *Prerequisite: IS 510, CC 500, CC 505, and CC 510 (3 hours)*

CC 525 Career Counseling

This course presents a scaffold for understanding career development issues and stages. It equips students with skills to enable them to provide lifestyle and career assessments as well as assist clients with setting goals and implementing a plan of action. *Prerequisite: IS 510 and CC 500 (3 hours)*

CC 530 Multicultural Counseling

This course trains students to be culturally competent by discussing the impact of culture on the counseling process as well as understanding cultural differences (e.g., race, gender, sexual orientation, SES, religion). This course prepares students to evaluate self-concept, forgiveness, and suffering from a client's perspective. *Prerequisite: IS 510 and CC 500 (3 hours)*

CC 535 Assessment in Counseling

This course offers students an overview of the history and theory of psychological testing and appraisal. Most popular tests will be reviewed with a focus on the employment of psychological tests and interpretation of the results. *Prerequisite: IS 510, CC 500, and CC 525 (3 hours, MACC students only)*

CC 540 Legal and Ethical Issues in Counseling

This course introduces students to ethical standards for the profession and to the research relevant to the ethical behavior of counselors in mental health settings. Students will learn important legal developments related to confidentiality, testing, research, and supervision. They will apply ethical and legal standards to complex cases through examination and utilization of ethical decision-making models. *Prerequisite: IS 510 and CC 500 (3 hours, MACC students only)*

CC 545 Diagnosis of Mental and Emotional Disorders

This course provides students with the basic concepts needed for proper assessment of various categories of human behavior described in the current edition of the "Diagnostic and Statistical Manual for Mental Disorders." This course incorporates theory (quantitative knowledge) and case studies (qualitative knowledge). An emphasis will be placed on the use of a diagnosis in the development of treatment plans. *Prerequisite: IS 510, CC 500, CC 535, and CC 605 (3 hours, MACC students only)*

CC 600 Research and Evaluation

This course presents an introduction to counseling research methods. It will review research and evaluation processes, concepts of validity, issues of reliability, research designs, and common statistical tests. Students will learn to critique professional research articles, conduct simple quantitative and qualitative research, write a counseling research proposal, and translate research into practice. *Prerequisite: IS 510 and CC 500 (3 hours)*

CC 605 Psychopathology

This course describes specific aspects of personality theory and cultural and biological factors which contribute to an understanding of abnormal behavior and psychopathology as they affect a wide range of individuals from childhood through adulthood. *Prerequisite: IS 510, CC 500, CC 505, CC 510, and CC 520 (3 hours, MACC students only)*

CC 610 Treatment of Mental and Emotional Disorders

This course presents students with methods used in the treatment and management of mental disorders including intake practices, mental status assessment, treatment planning, record keeping, referral procedures, and use of psychotropic medication. *Prerequisite: IS 510, CC 500, and CC 605 (3 hours, MACC students only)*

CC 615 Personality Assessment

This course presents advanced concepts for the assessment of personality using objective assessment instruments. The course will also focus on the development, structure, administration, and interpretation of objective personality instruments. Practical and scientific aspects will be addressed. This course is designed to give students basic skills needed to administer, score, interpret, and report findings of objective personality tests. The primary test which will be presented is the MMPI-2. Other objective personality tests will also be reviewed. *Prerequisite: IS 510, CC 500, and CC 605 (3 hours)*

CC 620 Counseling Children and Adolescents

This course prepares students to work effectively with children and adolescents by using assessment procedures specific to children and adolescents in diagnosis and treatment planning. Students will learn and implement various evidenced-based prevention and intervention strategies for counseling children and adolescents. *(3 hours)*

CC 650 Family Relations

This course introduces students to systems theory, the dynamics of human relationships, and theories and techniques of marital and family counseling. Professional and legal issues in marital and family counseling will be addressed. Students will acquire skills taking family histories and integrating them in problem assessment and therapeutic interventions. *(3 hours)*

CC 655 Counseling the Dying and Grieving

This course provides an overview of the grief and loss cycle. Students will learn how to assist others who experience emotions produced by death and loss. The issue of the meaning of life in various contexts will also be addressed. *(3 hours)*

CC 660 Addictions and Counseling

Students explore current developments in the field of addictions. The course addresses assessment, diagnosis, treatment planning, and interventions throughout the stages of misuse, abuse, and dependency. Students investigate issues related to addictive disorders in individuals and families. *(3 hours)*

CC 690.1-99 Specialized Studies in Clinical Counseling

Select and specialized topics relevant to clinical counseling will be developed from time to time. May be offered in any term.

CC 700 Practicum in Clinical Mental Health Counseling

This course provides field experience in a professional counseling setting with supervision from an on-site licensed Professional Clinical Counselor. *Prerequisites: IS 510, CC 500, CC 505, CC 510, CC 515, CC 520, CC 525, CC 530, CC 535, CC 540 and CC 545, CC 600, CC 605, CC 610, CC 615, CC 620 (3 hours, MACC students only)*

CC 705 Internship in Clinical Mental Health Counseling I

This course presents students with an opportunity of field experience under the guidance of a professor and a licensed professional clinical supervisor. Internship gives students the opportunity to acquire further skills, experience, and other expertise as counselor trainees. The opportunities will enable students to apply their knowledge of learned techniques and counseling theories to help actual clients. Clinical skills will be honed by presenting them with observation experience and the ability to use skills such as assessment and diagnosis using the DSM 5, case conceptualizations,

techniques, and presentation skills. They will have the opportunity under their professor and clinical supervisor to practice case consultation. Students will also learn through feedback of their counseling abilities, strengths and weaknesses, and challenges to become a professional counselor. This course, by its nature, leads to an increase in self-awareness. *Prerequisite: CC 700 (3 hours, MACC students only)*

CC 710 Internship in Clinical Mental Health Counseling II

This course is a continuation of Internship in Clinical Mental Health Counseling I. Students are under the guidance of a professor and a licensed professional clinical supervisor. This course provides students with opportunities to further their knowledge. This course will also continue to assist students in developing and applying their skills in techniques, theory, assessment, case presentation, diagnosis (DSM 5). Further opportunities are given to students to identify their strengths, limitations, and challenges, and to assist in further self-awareness. *Prerequisite: CC 705 (3 hours, MACC students only)*

Church History

CH 540 A Survey of the History of Christianity

Students demonstrate understanding of the general flow of Christian history (both East and West), from Pentecost to the present, including major figures and events. Some themes to be examined in greater detail include theological controversies, creeds, councils, Christianity and state, monasticism, liturgy, the marginalized, socio-political changes, calls for reform, modernity, globalization, and contemporary ecumenical dialogue. This course will look at the implications the history of Christianity has for life and thought today. *(3 hours)*

CH 541 The Early Church (100-500)

Students examine the development of the early church, including both the formulation of Christian doctrine and formation of worship practices. Special attention is given to Christian responses to critique from pagans and heretics, internal strife over how to understand Christ's natures, the impact of Constantine, the development of spirituality, and the beginnings of the emergence of a centralized ecclesial authority. *(3 hours)*

CH 542 Medieval Christianity (500-1500)

Students engage prominent themes of Christian thought and practice as articulated in the medieval period. These include missionary expansion in Europe, alterations to monasticism, lay piety, sacramental theology, engagement with Islam, the growth of mysticism, the construction and development of scholasticism, and attempts at reform and renewal prior to the outbreak of the Protestant Reformation. *(3 hours)*

CH 543 Christian Faith in the Modern Age (1500-)

Students grapple with the complexities of modern Christian thought and practice as they have developed from and been influenced by the Protestant Reformation through the interweaving of two main narratives. The first narrative consists of the challenges to Western Christianity posed by European religious wars, the European Enlightenment, Romanticist reactions, and modernist impulses. The second narrative is the expansion and enculturation of Christianity throughout the world and its corresponding shift of epicenters from the Northern Hemisphere (Europe and North America) to the Southern Hemisphere. Students express the implications of these narratives in

their ministry settings as they interact with the challenges and opportunities created by post-modernity. (3 hours)

CH/TH 669 World Religions

Students demonstrate understanding of the twelve major world religions of the twenty-first century. They begin with the faiths that originated in South Asia (Hinduism, Jainism, Sikhism, Buddhism), continue with those of East Asia (Confucianism, Taoism, Shintoism), and conclude with those from West Asia (Zoroastrianism, Judaism, Christianity, Islam, and Bahai). Attention will be given to history, values, lifestyles, and interaction with secular culture. (3 hours)

CH 690.1-99 Specialized Studies in Church History

Select and specialized topics relevant to studies will be developed from time to time. May be offered in any term.

CH 718, 719 Independent Research in Church History

See Independent Research section for procedures and regulations.

Christian Ministries

CM 574 Transformational Leadership in a Complex World

The world has become more connected, the reality of globalization more regular and constant, and the church more complex. Christian leaders get immersed in that complexity. The importance of biblical principles will be emphasized, with development from both Testaments. Students will learn to use skills for interpreting their cultural context as it relates to transformational leadership. Connections will be made to increase cultural competence as it relates to one's own values and calling. Various models of cultural transformation will be explored, with scriptural analysis, and examining those models in light of the student's calling and context. (3 hours)

CM 575 Managing Change and Conflict in Organizations

The management of change, transitions, and new initiatives bring stress to organizations. The course combines organizational change and conflict to consider the effects of one on the other. The course focuses on theories, biblical principles, and practice for managing change and conflict in Christian organizations. Attention will be given to (a) conflict management through communication within Christian organizations, (b) effective maximization of change initiatives, and (c) growth-minded conflict results. The course also considers how to lead through volatility, uncertainty, complexity, and ambiguity. (3 hours)

CM 576 Strategic Ministry Development

Effective leaders use creative and systematic processes to develop shared vision, communicate it to internal and external groups, and translate it through strategic planning processes into effective action. Leading theories of vision and strategic planning in organizations will be examined. Applications will include both existing and new ministry development, turn-around Christian organizations, and strategic resetting for greater organizational health. Students will learn organizational alignment from mission, vision, and values to budgets, by-laws and boards. (3 hours)

CM 577 Biblical Models of Leadership

While much has been written on leadership in recent times, Christians should begin their leadership learning from the Bible. A variety of leadership models and styles are portrayed in the biblical pages, (i.e., Moses, Joshua, Nehemiah, among many others). The study of biblical models of leadership will give special attention to Christ's leadership training of his core, as well as his other leadership practices. It will also consider how the biblical patterns can be assimilated into twenty-first-century Christian leadership. (3 hours)

CM 578 Incarnational Leaders for a Fluid Age

Contemporary Christian leaders must learn how to lead like Jesus in an age of constant change. The roots of character and spiritual formation for leaders will be explored as foundational to leadership in constant change. Self-leadership will be explored to include the three domains of self-awareness (knowing your value as well as what derails you), self-confidence (knowing your abilities as well as your blind spots), and self-efficacy (Adjusting to feedback, thriving in adversity, innovating). It will include knowing one's self and what the individual needs to be healthy; it also includes exploration of the gifts of others around the individual who would make a strong team. (3 hours)

CM 581 The Ministerial Person

Students demonstrate understanding of their knowledge of, and attitudes toward, personal spiritual formation, emotional well-being, care of the physical body, and stewardship of time. They demonstrate confidence in their call to ministry and personal identity by articulating it and by expressing confidence in the Church's affirmation of their call. They engage informative experiences through which they assess their progress toward personal wholeness. (3 hours)

CM 582 Church in Mission

Students demonstrate understanding of God's mission of reconciliation and the role of the Church in fulfilling its missional calling via the gospel of Jesus Christ. They study missiological issues from biblical, theological, historical, ecclesiological, and cultural perspectives. Students implement faithful, holistic, and appropriate approaches in emergent and pluralistic contexts. [Students may substitute CM 515 Navigating Leadership in a Complex World.] (3 hours)

CM 583 Pastoral Care and Counseling

Students demonstrate understanding of a biblical, theological, and theoretical base for pastoral care and counseling. They demonstrate a pastoral attitude toward caring, an appreciation for the centrality of biblical wisdom in pastoral care and counseling and the ability to discern between appropriate and inappropriate issues, approaches, and techniques applicable to providing Christian care and counseling. (3 hours)

CM 584 Homiletics

Students demonstrate understanding of a theology of preaching and the application of exegesis and hermeneutics in developing biblical sermons suitable for contemporary settings. They identify the biblical and theological basis for preaching; explore the nature of contemporary settings in which preaching takes place; and prepare, deliver, and critique sermons. (3 hours)

CM 585 Discipleship Ministries: Christian Formation

Students demonstrate understanding of the biblical principles and methodology for developing, motivating, and equipping people to become mature disciples. They will explore and apply contextualized models in a current ministry setting. (3 hours)

CM 586 Christian Worship

Students demonstrate understanding of the principles and processes of designing and leading corporate Christian worship. They develop a biblical theology of worship that expresses itself in the practice of Christian worship; examine the background and practice of various styles of worship; design and lead worship services that are theologically and contextually appropriate; explore wedding and funeral services as unique worship services, and prepare to administer the ordinances/sacraments. (3 hours)

CM 590 Leadership Communication

In the contemporary context, leaders use a variety of communication methodologies to inspire transformational action. Based on salient communication theory, students learn how to engage people in a Christian context to bring life, love, and peace. Students learn skills for motivating action through language, including empathy, direction giving, and making sense of one's place in the world. Students grow in their management of uncertainty and clarity for the complex contexts in which the Church now exists. (3 hours)

CM 596 Marriage Care: Impacting Relationships through Formational Ministry

Students demonstrate a biblical understanding of marriage and how to utilize formational care as a framework for developing a Christ-centered marriage. They will develop understanding and skills in areas such as premarital marriage preparation, marriage mentoring training, and spiritual formation for couples. (3 hours)

CM 598 Sacred Sexuality: A Theology of Sexuality

Students demonstrate an understanding of sexuality in light of cultural, historical, and biblical norms. They develop understanding of the various issues of sexuality and form a biblical response to be used in forming others. (3 hours)

CM 670 Ministry Skills and Techniques

Students demonstrate understanding of a biblical, theological, and practical application of the sacraments/ordinances, rites, and ministry functions of the Christian church. These skills and techniques will be sensitive to denominational guidelines and specific cultural distinctives. Emphasis will also be placed on the spiritual care of the persons who receive and give care. Students will observe, practice, and conduct (within the boundaries of denominational credentials) pastoral functions commonly found in ministerial manuals. (2 hours)

CM 687 Formational Prayer: Utilizing Prayer in Forming Others in Christ

Students demonstrate understanding of how to form others utilizing various styles of prayer that are based on a biblical framework. They will explore ways of applying what they have learned to caregiving situations. (3 hours)

CM 688 Spiritual Formation

Students demonstrate understanding of and commitment to personal spiritual formation. They practice daily the inward and outward disciplines of the spiritual life and participate in a one-day

retreat. Students research the classic Christian streams of spirituality. They demonstrate self-awareness and insight into their spiritual journey and develop a personal growth plan. *(3 hours)*

CM 690.1-99 Specialized Studies in Church Ministry

Select and specialized topics relevant to Church Ministry will be developed from time to time. May be offered in any term.

CM 786.1-3 Supervised Ministry

Students demonstrate the integration of their previous and current seminary coursework with the practice of ministry under direct supervision. Students will spend three trimesters of ministry in approved church/parish para-church, or non-church sites or settings, and engage in a theologically reflective practice of ministry. This course draws upon the best principles and practices of adult education such as learning contracts, collegial dialogue and interaction, peer consultation, and self-review. Various methods will be used to evaluate students' personal and professional growth. *(1 hour per trimester, students complete three trimesters of this course in a one-year sequence.)*

CM 718, 719 Independent Research in Christian Ministries.

See Independent Research section for procedures and regulations.

Doctor of Ministry

DM 800 Spiritual Formation

Students demonstrate understanding of and commitment to personal spiritual formation. They practice the inward, outward, and corporate disciplines of the spiritual life and research the classic Christian streams of spirituality. They display individual self-awareness and insight into their own spiritual journey and develop a personal growth plan. Students also exhibit understanding of the Christian leader's role in guiding the spiritual formation of a Christian community. *(2 hours, D.Min. students only)*

DM 810 Research Seminar: Worship

Students demonstrate an understanding of the correspondence between Christian spirituality and theology that is expressed in the praxis of corporate worship. Themes of creation, incarnation, liberation, thanksgiving, and adoration as expressed in the Scriptures will be researched by students to develop a holistic model for Christian worship of the Triune God. They will evaluate their current conception of worship in correlation with insights from the course findings as a potential plan for worship renovaré in their ministry context and personal formation. *(2 hours, D.Min. students only)*

DM 820 Theological Reflection

Students demonstrate understanding of Christian ministry through selected readings and the theological case study reflection method. Students bring the biblical, theological, historical, spiritual, and practical resources of the Christian faith to bear on the case studies they provide from their own ministries. *(2 hours, D.Min. students only)*

DM 835 Biblical Research: Biblical Theology

Students engage biblical theology as a formal discipline and its implications for contemporary application to oneself and others. Areas of focus include (1) the biblical-theological themes of creation, the fall, the covenants, promise, kingdom, and messianic expectation as they are unfolded in the Old Testament and appropriated by Jesus and the New Testament authors; (2) the relevance

of Jesus' and the New Testament authors' use of the Old Testament as a guide for the contemporary biblical interpretation; (3) an assessment of four representative models of the relationship between the Testaments and their implications for the unity and applicability of Scripture; and (4) the application of biblical-theological themes to contemporary ministry contexts. (2 hours, *D.Min. students only*)

DM 840 Formed in Christ in and for Community

Christian spiritual formation is the ongoing process of being shaped into the person God intends. Community is the environment in which such formation best occurs. Students will acquire understanding of group Christian formation and discipleship, experience group-orientated formational activities, and engage in the practical application of forming others spiritually in the context of and for the benefit of the Christian Community. (2 hours, *D.Min. students only*)

DM 842 Evangelicalism and Dynamics of Social Power

In this course, students will consider Christian responses to matters of social justice. Themes of justice and reconciliation will be identified and described as they appear in Scripture, as well as how they have been applied in various historical contexts. Insights from the foregoing analysis will be evaluated as students turn to reflect upon contemporary questions of race, gender, and economic inequality. Finally, methods and models of social engagement will be illustrated and assessed. Students will develop a theology of social justice to be applied in their respective ministerial contexts. (2 hours, *D.Min students only*)

DM 847 Emotionally Healthy Leadership

An important focus for ministers is how to attain and maintain emotional health as a spiritually contemplative leader. Students will investigate and identify areas of potential vulnerability in ministry leadership with an emphasis on prevention. Attention will be given to key aspects of the leader's personal and professional life such as: self-awareness, boundaries, prioritizing, and Sabbath. Techniques for modifying behavior will be introduced. (2 credit hours)

DM 860 Spiritual Leadership

Students demonstrate understanding of the ways God develops, guides, and empowers spiritual leaders. Topics include the leader's challenge, role, preparation, vision, character, goal, influence, decision-making, schedule, pitfalls, and rewards. Clear guidance is given on how leaders can make a positive impact on the people and organizations they are currently leading. (2 hours, *D.Min. students only*)

Research Seminars

Students demonstrate in-depth exegesis of an Old or New Testament theme or book, with a practical application for their ministry context. Students will present and critique one another's presentation to increase their self-awareness and effectiveness in communication. (2 hours each, *D.Min. students only*)

DM 900.1-6 Project Research and Writing

Students demonstrate skill in performing advanced ministry research by selecting a ministry problem, preparing a project prospectus, gathering appropriate resources, organizing an effective research model, evaluating the results, and presenting a final research project report. (2 hours each, *D.Min. students only*)

DM 890, 891 Independent Research

An independent research course utilizes a directed-study format to guide the student in specific areas of inquiry related to their research project. Students are limited to two independent research courses in their curriculum plan. The D.Min. Director provides oversight in designing the independent research course pending approval by the Student Success and Records Coordinator and Academic Dean. *(2 hours, D.Min. students only)*

Integrated Studies

IS 510 Foundations for Seminary Studies

In this Seminary orientation course students demonstrate understanding of graduate level research, critical thinking, writing, and computer skills through completion of a series of in-class, out of class, and online assignments. They complete initial institutional requirements, are incorporated into the community, and demonstrate proficiency in using academic tools and facilities. Students who do not demonstrate the minimum institutional standards of graduate level research, critical thinking, writing, and computer skills will receive remediation in appropriate areas through the Office of Student Academic Support. This course must be scheduled during the initial semester of matriculation for all students entering a program. *(1 hour)*

IS 515 Interpreting God's World and Word

Students demonstrate ability to interpret both the world in which they live and Scripture. They examine competing religious and secular worldviews and how these different perspectives influence one's conception of the world. They develop and outline their own Christian worldview. Students also learn basic principles of biblical interpretation and demonstrate skills in interpreting and applying the Scriptures to themselves and contemporary ministry contexts. The interrelationship between worldview and Scripture will be a central focus throughout the course as students develop a coherent approach to interpreting both. *(3 hours)*

IS 587 Churches of God History and Polity

Students demonstrate understanding of the history of the Churches of God, General Conference. They analyze the origins, doctrinal developments, major trends, and contributions of key leaders of the denomination. Students also study the polity and the distinctive doctrines in the life of the Churches of God, General Conference. They define church polity, describe the nature and importance of the ordinances, and identify available denominational resources. *(3 hours)*

IS 588 United Church of Christ History and Polity

Students demonstrate understanding of the history and formation of the United Church of Christ and how this affected the theology, polity and practice as experienced in local churches and other settings of the denomination. Students analyze the polity and diverse practices within the United Church of Christ and the implications for ministry. They become familiar with the Manual on Ministry, the Search and Call system and various resources available. *(3 hours)*

IS 589 Denominational History and Polity

Students demonstrate understanding of the history of their respective denominational contexts through the study of origins, doctrine, trends, and demographics, with particular attention given to founders, key leaders, and defining events from the past to the present. Students also study the polity and distinctive structural aspects of their denominations, noting especially the prescribed definitions of ordination, sacraments or ordinances, local governance, and ecumenical relations.

Students are expected to identify and utilize resources and authoritative sources (polity manuals, authorized prayer books, etc.) within their denominational settings. (3 hours)

IS 690.1-99 Specialized Integrated Studies

Select and specialized topics integrated with multiple disciplines will be developed from time to time. May be offered in any term.

IS 718, 719 Independent Research in Integrated Studies

See Independent Research section for procedures and regulations.

New Testament

NT 520 New Testament Foundations

Students gain a ‘big picture’ of the New Testament writings as theological expressions of Jesus’ historic mission (Gospels) and the application of its implications in early Christian mission and ministry (Acts and the Letters). The contemporary relevance of these writings is a point of focus. (3 hours)

NT 521 Greek Grammar

Students acquire elementary knowledge of Greek word formation, grammar, sentence structure, and word meanings with the goal of reading selective passages of the Greek New Testament. (3 hours)

NT 522 Greek Exegesis

Students continue to build knowledge of Greek grammar and exhibit facility with a multi-step interpretive process of deriving contextual meaning from selective passages of the Greek New Testament. Prerequisite: NT 521 (3 hours)

NT 626 Synoptic Gospels

Students interpret the respective narratives of the first three Gospels. Key aspects of the Gospels’ presentations (Jesus’ deeds and sayings) and their contemporary applicability are principal foci. (3 hours)

NT 627 Studies in Paul

Students engage the life and writings of Paul the Apostle against the backdrop of the missionary expansion of early Christianity in the northeast quadrant of the Mediterranean. The contemporary applicability of Paul’s writings is pursued. (3 hours)

NT 628 Gospel of John

Students interpret the distinctive narrative presentation of Jesus’ life and ministry in the Gospel of John. Key aspects of Jesus’ unique mission and its contemporary applicability are major foci. (3 hours)

NT 629 Book of Revelation

Students interpret Revelation’s presentation of Christ’s current lordship, cosmic victory over hostile spiritual forces, and the glorious future coming of God’s kingdom. Competing approaches are examined, and emphasis is given to the message of hope Revelation offers to contemporary readers. (3 hours)

NT 631 Letters to Timothy and Titus

Students interact with Paul's personal letters to two apostolic delegates, Timothy and Titus, who oversaw the development of Christianity at Ephesus and on the Island of Crete. The principles of pastoral ministry reflected are identified, and their contemporary application is examined. (3 hours)

NT 632 Hebrews and General Epistles

Students interpret Hebrews and the General Epistles as expressions of early Christian reflections on community life and ministry. Principles of ministry are identified, and attention is given to the applicability of these principles for contemporary readers. (3 hours)

NT 637 Studies in Luke-Acts

Students engage the progress of the gospel from Judea to Rome. They interpret Luke-Acts as a narrative unity. Foci include the importance of mission (Jesus' initial mission and ongoing mission through his disciples) and the work of the Holy Spirit. (3 hours)

NT 690.1-99 Specialized Studies in New Testament

Select and specialized topics relevant to New Testament studies will be developed from time to time. May be offered in any term.

NT 718, 719 Independent Research in New Testament

Special Studies in New Testament. Students engage 'hot-button' topics in New Testament. Availability predicated on student interest. See Independent Research section for procedures and regulations.

Old Testament**OT 500 Old Testament Foundations**

Students demonstrate understanding of the major divisions of the Hebrew Scriptures: the Torah, the Prophets, and the Writings. They learn the basic types of genres through study of classic texts. Students also evidence comprehension of the Messianic promise as it is developed chronologically through the Old Testament. (3 hours)

OT 501 The Pentateuch

Students demonstrate understanding of Israel's earliest history and the literature of the Pentateuch. They analyze the dynamics and structure of Hebrew narratives with attention given to final-form readings. (3 hours)

OT 502 The Prophets

Students demonstrate understanding of the message and background of the books of Amos, Hosea, Isaiah, Jeremiah, and Ezekiel, with attention given to final-form readings. They interpret selected passages from the prophetic corpus. (3 hours)

OT 605 Psalter and Wisdom Literature

Students demonstrate understanding of the cultural and historical settings of the Wisdom corpus and the Psalter, understanding of the poetics of the literature and appreciation for biblical texts that evoke new meanings and worldviews for persons engaged in ministry today. They interpret selected passages from the Psalter and the Wisdom corpus. (3 hours)

OT 606 Hebrew Grammar

Students demonstrate understanding of elementary biblical Hebrew. They satisfactorily translate Hebrew exercises and build a vocabulary of Hebrew words that occur over 50 times in the Old Testament. (3 hours)

OT 607 Hebrew Exegesis

Students demonstrate understanding of the Hebrew Bible by translating selected discourses with the aid of a lexicon. Attention will be given to Hebrew grammar and syntax and their use in exegeting sections assigned from The Psalms and Isaiah. *Prerequisite: OT 606 (3 hours)*

OT 612 Seminar in Holy Land Studies

Students demonstrate understanding of the history and geography of Israel and their influence on biblical interpretation. They will travel to Israel and study at the Jerusalem Center for Biblical Studies. (3 hours)

OT 690.1-99 Specialized Studies in Old Testament

Select and specialized topics relevant to Old Testament studies will be developed from time to time. May be offered in any term.

OT 718, 719 Independent Research in Old Testament

See Independent Research section for procedures and regulations.

Theology**TH 500 A Survey of Christian Theology**

Students demonstrate an introductory understanding of the central teachings of the Christian faith (East and West). Through a theological framework of creation, fall, redemption, and eschaton, this brief survey will focus on special topics, including the sources and norms of Christian belief, the Trinity, the incarnation, humanity, sin, salvation, the Church, and the last things. Students also learn and practice theological thinking in regard to unity and diversity. (3 hours)

TH 560 Theology I

Students demonstrate understanding of systematic theology in providing a practical synthesis of Christian doctrine. This course builds upon the student's understanding of the historical development of theology in relation to its biblical roots. The principle goal is to reflect upon the normative sources for theology, and apply those sources to affirmation and understanding of beliefs related to the nature and work of God, human nature, and the nature and effects of sin. Students will express their faith and understanding in a personal doctrinal statement. (3 hours)

TH 661 Theology II

Students demonstrate understanding of the continuing study of Christian doctrine. Students study the work of theologians and form their own affirmations regarding the person and work of Jesus Christ, the ministry of the Holy Spirit, the Church and the consummation of all things in the kingdom of God. Students will continue to build their own personal doctrinal statement.

Prerequisite: TH 560 (3 hours)

TH 664 Christian Ethics

Students demonstrate understanding of the nature of personal and corporate moral decision-making. They identify and evaluate methods of moral decision-making and scriptural models for moral deliberation. Various types of case studies are used to practice applying the methods to specific moral issues. (This is the capstone course for M.Div. students.) (3 hours)

TH/CH 669 World Religions

Students demonstrate understanding of the twelve major world religions of the twenty-first century. They begin with the faiths that originated in South Asia (Hinduism, Jainism, Sikhism, Buddhism), continue with those of East Asia (Confucianism, Taoism, Shintoism), and conclude with those from West Asia (Zoroastrianism, Judaism, Christianity, Islam, and Baha'i). Attention will be given to history, values, lifestyles, and interaction with secular culture. (3 hours)

TH 690.1-99 Specialized Studies in Systematic Theology

Select and specialized topics relevant to Systematic Theology will be developed from time to time. May be offered in any term.

TH 718, 719 Independent Research in Theology

See Independent Research section for procedures and regulations.

Winebrenner Theological Seminary

2019-2020 GRADUATE ACADEMIC CALENDAR

FALL TRIMESTER 2019

Week of September 9	Start of Fall Trimester (CLASSES BEGIN)
November 29	End of Fall Trimester (CLASSES END)
December 13	Final Grades Due in Student Success and Records Coordinator's Office
Dec. 23, 2018-Jan. 1, 2019	Administrative Offices Closed

SPRING TRIMESTER 2020

Week of January 6	Start of Spring Trimester (CLASSES BEGIN)
January 20	Martin Luther King, Jr., Day—Administrative Offices Closed <i>*See syllabi for course meeting dates*</i>
March 30	End of Spring Trimester (CLASSES END)
April 15	Final Grades Due in Student Success and Records Coordinator's Office

SUMMER TRIMESTER 2020

Week of May 4	Start of Summer Trimester (CLASSES BEGIN)
May 25	Memorial Day—NO CLASSES <i>*see syllabi for course meeting dates*</i>
July 24	End of Summer Trimester (CLASSES END)
August 7	Final Grades Due in Student Success and Records Coordinator's Office

August 1 Commencement

GENERAL ACADEMIC INFORMATION FOR DEGREE PROGRAMS

ADMISSIONS

Admission Policy

Winebrenner Theological Seminary's admission policy does not permit discrimination on the basis of race, color, national or ethnic origin, sex, gender, disability, age, or religion.

Application to the Seminary implies an intention to be 'equipped as a leader for service in God's Kingdom.' The educational objective of all students is the same: pursue wholeness, gain knowledge, and be equipped to change lives.

Admission to the Seminary is by approval of its Admissions Committee upon receipt of a completed application form, application fee, transcripts, and any other program-specific documents. Applicants may complete their application online via the Winebrenner website. The Admissions Office will send applicants written notification of acceptance to or rejection from the Seminary.

Any student interrupting his or her program at Winebrenner for greater than one year must apply for readmission to the program. Readmission must be initiated by the student and includes submitting a completed new application form, updated transcripts if any additional courses have been completed since the previous matriculation period or if previous enrollment was more than five years ago, and application fee. Students being readmitted will need to fulfill the requirements of the Winebrenner catalog in effect when they are readmitted.

Admission Requirements

An accredited Bachelor of Arts or Science degree or its equivalent is required for admission to a master's program. A Master of Divinity degree or its equivalent is required for admission to the Doctor of Ministry program. If severe limitations in the student's background are noted by the Admissions Committee, the individual may be required to take additional courses at the undergraduate level before being fully admitted to the program. Depending on the student's situation, a curriculum plan interview with the Academic Dean may be required as part of the admission process. If an applicant is denied admittance to the Seminary, there is a two-year waiting period before reapplication.

Transfer Credit and Advanced Standing

Students from approved seminaries or schools offering ministerial or religious studies at the graduate level will receive appropriate credit for satisfactory work (where the grade assigned was a B- or better), with an appeal to the Academic Dean for advanced standing in the program. Transfer students may be required to complete an interview with the Student Success and Records Coordinator to review the student's curriculum plan. A minimum of one full-time academic year of coursework must be completed at Winebrenner to receive a degree. Specialized programs may

have additional transfer policies. Consult the Student Success and Records Coordinator for further details.

Students who have completed a degree(s) or coursework from an educational institution that is not accredited by an approved CHEA accrediting body will need to provide proof of the institution's state charter and/or accreditation from other Christian or governmental accrediting bodies. This policy will also include international students. Each student's situation will be evaluated on a case-by-case basis to verify the educational equivalency of their degree program and other academic work.

Applicants are given credit or advanced placement for graduate work taken previously which has been transferred to an undergraduate program according to current accrediting standards. Credit may be given for courses taken previously at an undergraduate level according to the standards of advanced placement as currently defined by accreditation standards.

Well-prepared applicants to master's programs or students in master's programs may be granted a reduction in program hours for successful completion of a comprehensive examination in Old Testament Foundations and/or New Testament Foundations. These examinations are permitted at the discretion of the Admissions Committee or the Office of the Academic Dean. Each examination has a cost of \$75 and must be scheduled through the Student Success and Records Coordinator after permission is received. The examination will be graded by a professor in the discipline area.

- A failing grade will exclude the applicant from reduction.
- A passing grade will reduce the program by the credit hour value of the course.

All requests for advanced standing are evaluated by the Office of the Academic Dean on a case-by-case basis. In certain circumstances, credit beyond normal advanced standing may be granted which requires a student to relinquish a previously earned master's degree earned at Winebrenner.

Additional Admission Options

Applicants without a Baccalaureate degree are encouraged to apply to Winebrenner.

Those who are applying for a master's degree program will complete a bachelor's equivalency checklist to provide data for review. As part of the comprehensive review of official transcripts and life experience, each applicant will be required to complete an academic evaluation interview during the readiness evaluative process.

The readiness evaluative review will yield a determination of whether the student qualifies for baccalaureate degree equivalency or must enroll as part of the 15% Winebrenner is permitted to enroll without a baccalaureate degree or its equivalent in certain programs.

Educational Journey Applicants -- BA equivalency

Applicants who do not have an accredited bachelor's degree may have the equivalent. Applicants seeking admission under the Educational Journey process will move through the following stages.

1. Submit transcripts from all course work, accredited or unaccredited. If the combined credits equal 120 and meet certain gen. ed content requirements, then the applicant might be eligible to move to the rest of the admission process. If not,
2. Applicants undergo an academic evaluation interview for both evaluation and information about the rest of the process. At the conclusion, applicants will be given a preliminary assessment of essential steps to complete the enrollment journey.
3. Applicants collect verification information of training, relevant experiences, and other possible qualifying activity. When all items are submitted, their enrollment contact should be notified.
4. A team of Winebrenner Theological Seminary qualified staff will conduct an evaluation. The applicant will be notified of their status, with three possibilities.
 - a. The applicant has sufficient qualifications for the equivalency of a bachelor's degree. A declaration of qualification will be sent to the applicant.
 - b. The applicant lacks fundamental qualifying requirements but could be ready within twenty-four (24) months. A list of deficiencies will be provided in the form of an action plan. The applicant may decide to proceed or withdraw from the process.
 - c. The applicant lacks fundamental qualifying requirements and the expected completion timeline exceeds twenty-four (24) months.
 1. Applicants in this category should seek a bachelor's degree at an accredited institution.
 2. At the discretion of the Academic Dean, well-qualified applicants may be encouraged to submit materials for Life Exploration evaluation (see below).

If admitted, these students are expected to complete their degree program in a timely fashion in order to comply with Financial Aid and Satisfactory Academic Progress (FASAP) standards as they pertain to financial aid issues. All students admitted through the 15% provision will be admitted on probation, which will be rescinded after completion of 20 hours of study with a cumulative grade point average (GPA) of 2.5 or higher.

To be eligible for financial aid, a student must have successfully completed 72 accredited undergraduate credits. The regulation is set by the federal Department of Education.

Life Exploration Applicants

Winebrenner Theological Seminary may admit up to 15% of the current enrollment in the M.Div. and MAPT programs.

Those applicants will demonstrate the following criteria:

1. Oral and written communication
 - a. A successful writing sample will be submitted that demonstrates competent college-level writing as determined by a team of Winebrenner Theological Seminary qualified faculty and staff.
 - b. An interview with members of the Winebrenner faculty and/or staff is required.
2. Meaningful lives
 - a. Documentation of ministry experience greater than or equal to seven years and demonstrating increasing levels of responsibility.

- b. Complete a spiritual profile.
- 3. Critical Thinking
 - a. The applicant is required to take the Miller Analogies Test (MAT) and achieve a result of 400 or greater.
- 4. Relating to community
 - a. A letter of recommendation from a ministry network or denominational representative.
 - b. A letter of recommendation from a vocational colleague.

Students enrolled at Winebrenner Seminary through the Life Exploration route are not eligible for Federal Financial Aid.

D.Min. Admission without M.Div. Degree

Applicants without a Master of Divinity degree applying for the Doctor of Ministry degree program will be required to complete an M.Div. equivalency checklist to provide data and will need to complete an academic evaluation interview with the Academic Dean. Each student's situation will be evaluated on a case-by-case basis to verify the educational equivalency of their degree programs and other academic work, and he or she may be required to complete successfully additional masters-level coursework before being permitted to matriculate in the D.Min. program. (See further details outlined in the D.Min. section above.) All students admitted with an MDiv. equivalency will be admitted on probation, which will be rescinded after completion of 12 hours of study with a cumulative GPA of 3.0 or higher, and will be required to meet individually with the Student Success and Records Coordinator to help ensure his or her success in the program.

Conditional Status

At the discretion of the Admissions Staff and committee, persons with incomplete files may be conditionally admitted to begin taking classes prior to acceptance to a degree program. Students may attend classes for only one trimester under conditional status and will not be able to continue until admitted.

Limited Graduate Student

Persons not enrolled in a degree program and who have a minimum cumulative undergraduate GPA of 2.5 may register for up to five courses. To be admitted as a Limited Graduate Student, the applicant must submit an application and have sent directly to the Admissions Office an official transcript indicating that he or she holds an accredited bachelor's degree. (Applicants with an undergraduate GPA below 3.0 may be accepted on probationary status, as explained below.)

Visiting Student

A person wishing to study at Winebrenner while enrolled at another accredited institution must submit an application and application fee along with a letter from the Academic Dean from his or her home school, indicating that he or she is a student in good standing. The letter must also indicate that courses completed at Winebrenner will be acceptable at his or her current institution.

Pre-Doctoral Student

Individuals desiring to further their education in a doctoral program may take courses necessary for their goals at Winebrenner Seminary. Acceptance requires a master's degree upon application, verified by submitted transcripts. They will meet with the Student Success and Records Coordinator to develop a curriculum plan.

Background Check Policy

In order to enhance the health, safety, and security of students, faculty, and staff of Winebrenner, all students in degree programs where supervision in an external setting is required shall submit to a background check. All records obtained will be held in strict confidence.

Probationary Admission Status

Persons applying to a master's degree program with an undergraduate GPA lower than 3.0 will be required to meet with the Student Success and Records Coordinator and another member of the Admissions Committee prior to the Committee's decision of whether or not to admit the applicant. Persons who are admitted will be automatically admitted on probation. This status will be removed after the student completes 12 hours of study with a cumulative GPA of 3.0 or higher. Students admitted on probation will be encouraged to contact the Student Success and Records Coordinator to help ensure their success.

International Student Admission EFFECTIVE JUNE 21, 2019 WINEBRENNER HAS SUSPENDED ADMISSIONS AND ENROLLMENT OF THOSE APPLYING FOR A F1 STUDENT VISAS WHICH REQUIRE WINEBRENNER TO ISSUE AN I20 STUDENTS.

Winebrenner is authorized under federal law to enroll students applying for an F1 Student Visas which require Winebrenner to issue an I20. Winebrenner desires to provide high-quality theological education for called and qualified servant leaders. Our experience and tradition indicate that international students can achieve their educational goals during their enrollment at Winebrenner. The following guidelines pertain primarily to students applying for F1 Student Visas. Students who already possess a visa should contact the Admissions Office regarding specific enrollment guidelines.

1. Applicants need to have completed a secondary level education and a bachelor's degree program. Official copies (not photocopies) of transcripts must be submitted to the Admissions Office.
2. Complete a Winebrenner application.
3. Demonstrate English Language competency by any of the following:
 - a. TOEFL score of 550 on the paper test, 213 on the computer-based test, or 80 on the Internet-based test (20 or better in speaking and 20 or better in writing).
 - b. IELTS score of 6.5 (with no single band below 6.5).
 - c. Successful completion of the Intensive English Language program at The University of Findlay or a similar program.
 - d. English is the student's native language or the student has earned a degree from an English speaking school.
4. Adequate financial support will need to be verified, stating adequate provision for the student's living and educational expenses (books, fees, medical insurance, and computer accessibility), approximately \$27,000 per year, during their enrollment at Winebrenner. Proof is required by the U.S. Government in order to ensure that during

- a student's stay in the U.S., he or she will be able to live and have their minimum needs met. Winebrenner calculates yearly the funds required for financial support. A Statement of Financial Support, signed by both the applicant and sponsor and a bank statement (from the student's bank or the sponsor's bank) must be submitted. Students with F2 dependents must provide evidence for an additional \$2000 per dependent annually.
5. An official letter of recommendation is required from the sending agency, denominational judicatory, or church stating their endorsement of the student's demonstrated call and qualification for professional Christian ministry and the intended placement, goals, and purpose for educating the student for continued Christian ministry in their appropriate field of Christian ministry.
 6. Winebrenner will issue an I-20 form to the student upon acceptance to the Seminary, which will enable the student to apply for an F1 Visa at their local American Embassy. During their stay in the United States, and upon graduation from the Seminary, students must abide by the provisions of their immigration status.
 7. Four half-tuition scholarships are available for international students in all graduate-level programs. Upon successful admission to Winebrenner, if a scholarship is available at the time, it will be awarded to the student for the duration of their program. If a scholarship is not available at the time of admission, the student may be awarded one in the future on a first-come, first-served basis. The student's total scholarship and waivers from Winebrenner may not exceed more than 50% of the tuition rate in order to be eligible. Students placed on academic probation could lose scholarship eligibility. To continue to receive the scholarship, the student must submit an appeal letter to the Financial Aid Office within 30 days of being placed on probation. The Financial Aid Committee will notify the student of their decision within 30 days. Approved appeals will allow the student to continue receiving the scholarship; denied appeals would result in the loss of the scholarship for succeeding terms.
 8. Upon arrival at Winebrenner, each student is encouraged to find a support system within a local church that can provide a mentor, service opportunities, and emotional, social, and spiritual support.
 9. Students are responsible for securing their own room and board, transportation, and other needs as well as maintaining complete medical insurance coverage during their enrollment at Winebrenner.
 10. Additional requirements or adjustments to these guidelines may be made by the Admissions Committee on a case-by-case basis.

TECHNOLOGY STANDARDS

Computer Policy

All students enrolled in all programs at Winebrenner are required to have a desktop or laptop computer (or a tablet with the same capabilities as a laptop computer) available to them for work at home. Further, students may bring with them to class a laptop or tablet with the same capabilities as a laptop. Student computers must be compatible with Microsoft Office and have the ability to connect to the Internet. All students are required to have up-to-date anti-virus software, anti-spyware software, and up-to-date operating system security patches and updates.

Acceptable utilization of laptop computers or tablets in the classroom during any class is for note-taking and directly-related course activities only. Unacceptable usage during class time includes e-mail, Internet, games, messaging, and other activities not directly related to the course. Violations may result in disciplinary action.

Computer Software

All papers and assignments must be completed using the latest Microsoft Word software, a part of the Microsoft Office Suite. The University of Findlay is currently under a Microsoft Campus Agreement (MCA). A valid UF ID allows students to download these products through their Office 365 account.

Logos Scholar's Library is the standard Bible software package that is recommended for all students to purchase directly from the Logos website at <http://www.logos.com/> to supplement their other biblical resource materials.

Internet Access

Students taking an online course are required to have high-speed Internet access (no dial-up). Current students are permitted to connect their own computer to the campus-wide network, provided they have completed the necessary online application to create and activate their UFNet account. The connection will not be activated until the UFNet Account Application has been submitted and processed (usually within one week).

Students should be aware that at their first login to the UFNet system, they will be presented with an UFNet Account Agreement. All student usage of the Internet on campus is guided by this agreement. A copy may be viewed at <https://www.findlay.edu/offices/information-technology/ufnet-account-agreement>

Cell Phone Usage

Cell phones are an unnecessary distraction in the classroom. Students should place their cell phones on silent and should not make or receive calls, view or respond to text messages, or use social media sites during class unless there are extenuating circumstances, such as for an on-call medical professional, in which case the instructor should be notified prior to class that an interruption may take place. Violations may result in disciplinary action. This courtesy is a means of supporting and enhancing mutual respect in the Seminary community.

ACADEMIC STANDARDS

Credit Hour Definition

Winebrenner awards one credit hour for 12 hours of actual class engagement and an additional 24 hours of student work outside the classroom setting, which may include but is not limited to reading, research, written assignments, and other academic exercises deemed appropriate to the subject matter. Additional hours may also include practical ministry assignments which are directly related to the subject matter of the course.

Delivery System

Winebrenner courses are scheduled on a trimester system, which divides the academic year (August 1 to July 31) into three equal sessions. Each trimester consists of 12 weeks of coursework preceded by a preparatory break occurring in August, December, and April.

- **On-Campus Courses** will include 12 weeks of classroom instruction, each session of which is three hours of direct contact time. An additional six hours minimum of student work outside of the classroom setting is expected per week.
- **Online Courses** will take place over a 12-week instructional schedule and will include course content equivalent to three hours of classroom instructional time per week. An additional six hours minimum of student work outside the classroom setting is anticipated in an online course per week.
- **Hybrid Courses** use a variety of non-traditional delivery methods. In general, these courses may take place over a single or multiple trimester timeframe and will include some combination of intensives, practica, seminar or cohort time, one-on-one instruction with a professor, or independent research. Each hybrid course will demonstrate equivalence to the per credit hour workload of any credit-bearing course. Intensive courses will have schedules that reflect the unique setting and delivery. Due to the intensive nature of these courses, the student will have pre-course assignments, assignments to be completed during the intensive period, and also assignments due after the intensive period. These assignments and other course preparation will be equivalent to the work required to complete a classroom-based three-credit hour course.
- **D.Min. Intensive Week Courses** take place twice per year in January and July. Students meet with professors and other students during two specific courses; there is a morning seminar, and in the afternoon, students meet to focus on their writing/research project. Each seminar is based upon two credit hours. Faculty and students each bring academic and practical knowledge to the discussion. While professors shape the seminar design and provide class leadership, students are free to discuss, interact, and share, creating a positive learning environment and experience. Students will take a total of eight courses. Each course, in direct contact time and pre- and post-seminar assignments, will carry a workload equivalent to 24 classroom contact hours and 48 student work hours.

Online Course Limits

The MAPT program is approved to be fully online. Students in other programs may take up to 49% of their required coursework online but must complete the equivalent of one year of their program in on the ground courses. These on the ground courses may include intensives which are designed to meet the requirement for on the ground status.

According to federal regulations regarding international students (8 C.F.R. §214.2 (f)(6)(i)(G)), not more than one (3 credit) online course may be counted to a student's full-time registration requirement each trimester. Students must be sure to select programs, concentrations, and course schedules that meet that standard.

Classroom Status

All individuals attending classes on a regular basis are to have a designated status and pay any appropriate fees. While a student may, upon permission from the instructor, bring a family member or other guest to a single class, those attending more than one class are required to have a status.

Audit of Courses

Persons who want the opportunity to take one or more courses per trimester but have no interest in earning seminary credit or a degree may apply as auditors. An auditor may participate in all class functions but will not be held accountable for tests or assignments, nor will the auditor receive a grade or credit. To enroll as an auditor, students must submit an application. A bachelor's degree may not be required. Auditors will be enrolled in the course only after all degree students have been enrolled.

Persons enrolled as an auditor may complete up to five courses. Before registration is permitted in a sixth audited course, the auditor will be invited to discuss their educational intentions with the Office of the Academic Dean. This may result in a change of program status or limitation of audit course availability. The Office of Academic Dean will make the determination if additional audit courses are an option.

Auditor Covenant

Winebrenner values the presence of auditors in the classroom. Their presence can serve to enrich both the classroom and the faith journey of the auditor. The Academic Auditor's Covenant seeks to clarify the rights and responsibilities of auditors in the Seminary classroom. Each time someone registers to audit a course, they will be sent both the syllabus and the covenant, which outlines the expectations of auditors in the Seminary classroom, as well as the expectations of their instructors. Auditors must agree by signing and returning the covenant in order to be considered for a seat in the class.

Grading System

While a course may have several educational goals, one single grade is given for student performance in that course. Professors reserve the right to factor into the student's grade elements such as tardiness, attendance, class participation, and interaction with assignments. Matters of form, style, and grammar are pertinent in evaluating student work.

Guide to Determining the Quality of Work

- A** Superior student performance in relation to course goals, objectives, and requirements.
- B** Good student performance in relation to course goals, objectives, and requirements.
- C** Marginal student performance in relation to course goals, objectives, and requirements.
- F** Student did not meet the necessary requirements of the course. Course must be retaken.

Students registered for credit will be required to fulfill all requirement of the course syllabus and earn the equivalent grade of C- in order to pass the course and receive credit. However, persistent C-level course grades may result in a cumulative GPA below what is necessary for graduation. A course in which an F is received may not be used to meet the minimum hour requirement for the degree. A required course in which a failing grade is received must be repeated. Elective courses do not need to be repeated if a failing grade is received.

Grading Scale

A	4.0	C+	2.33
A-	3.67	C	2.0
B+	3.33	C-	1.67
B	3.0	F	0.0
B-	2.67		

Pluses and minuses are regularly assigned. The student's GPA is determined by dividing the total points by the number of trimester hours completed.

Repetition of Courses

Students will repeat a required course in which a failing grade was received. Any student who receives an F in the same course twice must receive permission from the faculty to take the course a third time. After the course is successfully completed, only the passing grade will be utilized in calculating the student's GPA. The grade for the course which was repeated will be converted to R and will not be included in the calculation of the student's GPA. The record of previous coursework will not be expunged from the student's transcript.

Academic Probation and Dismissal

Students whose cumulative GPA falls below 3.0 will be placed in academic warning status and will be required to meet with their Program Director and establish an academic success plan. Academic warning status remains in effect for one trimester. If a student has not met minimum GPA requirement of 3.0 by the end of that trimester student will be placed on academic probation and will be ineligible for Seminary or Financial Aid.(see SAP Policy under Financial Information for appeal information). Students whose cumulative GPA fall below 2.0 may be subject to academic dismissal. A student who is on academic probation for two consecutive trimesters or three total trimesters may be dismissed from the Seminary. Students dismissed for unsatisfactory academic progress may request readmission after a period of one year. Concurrence by a vote of the full faculty is needed for readmission. Students who entered Winebrenner Seminary under a different Graduate Catalog will be subject to the previous policy. If a student interrupts their study at Winebrenner by more than one year (three successive terms) they will become subject to this policy.

Registration for Courses

Students are expected to register for courses online via WebConnect during the official registration period of the Seminary. The Student Success and Records Coordinator e-mails registration materials to students prior to the registration period. All outstanding balances must be paid prior to registration for a new term.

Continuing and returning students who do not register by the cut-off date shown below will be assessed a \$50 Late Registration Fee:

Fall courses	August 1
Spring courses	December 1
Summer courses	April 1

Changes in Registration, Additions, and Withdrawal

Changes in registration and adjustments of the student's academic schedule must be approved by the Student Success and Records Coordinator. Courses may not be added after the first week of the trimester. Courses dropped after the first session will be recorded as withdrew passing (WP) or withdrew failing (WF).

If a student wishes to change his or her registration status in a course (either from credit to audit or vice versa), the student must notify the Student Success and Records Coordinator before the second class session. Courses dropped after the fifth meeting of a 12-week course or after the third day of an intensive, will be automatically recorded as F. This grade can be commuted to WP or WF only by the action of the faculty. Such exceptions will be made only extreme circumstances and after submission of a written petition to the Academic Dean with the approval of the instructor. Any withdrawal due to extreme health issues or personal circumstances will be handled on a case-by-case basis by the President's Council. The resulting WP or WF grade will not be expunged from the student's record if the course is retaken at a later date. See the Financial Information section of this catalog and its statement regarding the refund of tuition and fees for further details.

Time Limits for Completion of Master's Degrees

In order to ensure that a degree, when granted, represents education that is current and academically focused, requirements for each master's degree normally include credit earned only within a ten-year time frame. This includes credits earned elsewhere and transferred for credit into a degree program at Winebrenner. Variation beyond the ten-year time frame is only with approval by the Academic Dean and may require the assessment of additional fees. Students will be asked to replace these "stale" courses with current course offerings unless the current course offering is identical in instructor, course description, and content, to that previously earned. Students who have stale credits should contact the Student Success and Records Coordinator for guidance.

Exit Interview

Students who for any reason consider withdrawing from Winebrenner can schedule an appointment with the Academic Dean. Formal withdrawal paperwork is to be completed. The withdrawal is not effective until final settlements with the Business Office and Financial Aid Office have been made.

Academic Schedule

Each student will be provided a schedule of courses offered each trimester, listing course titles, instructors' names, and day and hour for each class meeting. Official interruptions of the class schedule for holidays, church meetings, and other recognized educational opportunities will be only for those days approved by the faculty and so listed in the Seminary calendar.

Disability Support

It is the responsibility of students with disabilities to inform their instructor(s) and register with the Office of Accommodation and Inclusion at least one week prior to a needed service so reasonable accommodations may be made. The Office of Accommodation and Inclusion is located on the campus of the University of Findlay in the basement of Old Main (#45); their phone number is 419-434-5532.

- The school has no provision for providing tutors in content areas. However, a student may ask the professor to identify which students might have enough proficiency so that they could be helpful as study partners, etc. That relationship should be viewed as an informal agreement between those students.
- Students may request that a professor allow recording of lectures so they may be reviewed several times. This is considered a better method for reviewing lecture material than requesting notes from a fellow student.
- Additional time on examinations is typically offered only in a proctored, on-campus location. The Student Success and Records Coordinator will coordinate the availability of proctors.
- A student with a disability who requires assistance in the classroom should contact the Student Success and Records Coordinator prior to the first day of class to arrange for their support person to receive auditor status. In the case of a support person necessitated by the student's disability or a Winebrenner support person approved to audit a course, the Seminary will waive all associated fees. All waivers are approved by the Academic Dean.

Late Work, Class Absences, and Extensions

Late Work During the Term.

A student who submits assigned written work late during the trimester, when the lateness is not due to a serious illness or death of a family member, will have his or her grade on such late work reduced a total of 10% for the first week's lateness [from one to seven days]. The reduction will be an additional 10% for the second week's lateness [from eight to fourteen days, for a cumulative total of 20% penalty]; and another 10% for the third week's lateness, after which the grade on the late work becomes an F. This same policy will also apply to scheduled examinations or tests. Students may petition the instructor in writing for an exception to this policy.

The instructor may have a stricter policy provided they consult with the Academic Dean to make a final determination. It must be clearly stated in the syllabus with corresponding reasons for the exception, such as multiple assignments building on each other. Late work may not be submitted after the end of a term without filing for a request for an extension of the course through the Academic Dean's office.

Absence from Class(es).

Regular attendance of classes is an integral part of successful learning. Seminary students are training to be professionals responsible for the welfare of others, whether in ministry vocations, academic settings, or counseling situations; class attendance, arriving on time, and participation are essential in order to evaluate the student's preparedness and, therefore, constitute a portion of the student's final course grade. (The highlighted words were added because the section about Tardiness was removed. Also, Faculty need to be notified of this change regarding Absences from Class and tardiness.)

Inclement Weather

The Academic Dean and the President will determine when classes are canceled. Faculty will be notified. Students will be notified through email and/or Canvas.

Extension Requests.

The purpose of an extension is to make a provision for students who are experiencing serious illness or the death of a family member, for an additional allotment of time to complete their course projects. The status will be recorded as I (Incomplete). The student has four weeks following the end of the trimester to submit completed work. Failure to do so without further written permission from the Academic Dean results in the student receiving an F for the uncompleted work, which is factored into the student's overall course grade. Students may submit an appeal to the Academic Dean regarding their extenuating circumstances.

In order to request an extension, the student must initiate contact with the course professor(s) before the beginning of week 12 to request, via completion of the Extension Request Form (Available in the Student Resources Organization on Canvas), an extension for the course projects. If the professor grants the extension, he or she signs the form, which must then also be approved by the Academic Dean and the Student Success and Records Coordinator. The student will receive written notification about whether the request for an extension has been granted. The letter will outline the procedure for submitting extension work and state the due date for outstanding projects.

D.Min. students are not permitted to register for their next DM 900 Project Research & Writing section until the previous section has been graded.

Policy for Students Experiencing a Federal/State Agency Required Deployment

In the event of a federal/state agency required deployment of 14 days or less:

The student will:

- Advise the course professor(s) by e-mail or phone of the anticipated deployment and duration of same.
- Upon return, provide the professor with proof of deployment in the form of an official notice or identification card.

The professor will:

- Verify the deployment by viewing the official notice or identification card.
- Provide an automatic 14-day extension to the student's coursework.
- Not make any deduction for missed course dates or Canvas sessions.
- Make arrangements for the student to take any tests or quizzes missed as a result of deployment.
- Adjust assignment dates in a fashion appropriate to the number of days missed.
- Notify the Office of the Student Success and Records Coordinator or a deployment extension in order to extend the due date for the student's final grade.

In the event of a federal/state agency required deployment of more than 14 days:

The student will:

- Advise the course professor(s) and the Student Success and Records Coordinator by e-mail or in writing of the anticipated deployment and duration of same.
- Provide a copy of the official deployment notice to the Student Success and Records Coordinator.

The Office of the Student Success and Records Coordinator will:

- Determine if the date for a course drop without penalty has passed.
- Record a grade of WP if the student is passing a course on the date of deployment, or a grade of WF if the student is not passing a course on the date of deployment.
- Annotate the student's transcript for the impacted trimester with the following phrase: *This grade was received as a result of a required federal agency deployment, which resulted in the student being withdrawn before the end of the course.*

Coursework

Syllabi

The syllabi are located on Canvas. Students may access these through the Seminary website, www.winebrenner.edu, under Current Students, Syllabi. Students will have to enter their UFNet username and password. Syllabi are separated by program level. It is the student's responsibility to download the syllabi; no syllabi will be sent to students.

Textbooks

Students are responsible for acquiring their own textbooks from a source such as Amazon (which offers free shipping and discounts for students), CBD, or a local book retailer. Textbooks should be purchased before the first class meeting, as preliminary assignments are typical in graduate studies. The list of texts for each course is found in the individual course syllabus and should be ordered by the listed International Standard Book Number (ISBN). Current textbook pricing is available by inputting the ISBN's located in each class syllabus into any book supplier's website, such as <https://www.amazon.com>, <https://www.textsurf.com/>, or <http://www.booksprice.com>. Pricing for instruments related to assessments and/or course-specific requirements may be found within the course syllabus.

Writing Style Formats

Winebrenner has two official writing styles for all papers submitted to the faculty for grading.

1. Kate L. Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*, current edition, is the standard format for all papers in all degree programs except the MACC (M.Div., MAPT, and D.Min.).* Of the two methods of source citation found in Turabian, Winebrenner utilizes the Notes-Bibliography Style.
2. The *Publication Manual of the American Psychological Association*, current edition, is the standard format for all papers in the MACC degree program.*

*See syllabi for the current edition.

It should be noted that instructors utilize a wide variety of rubrics for grading other aspects of a paper. These rubrics look at the other 90% of a paper, including required content, quality of content, planning, organization, coherence, requirements for inclusion, specified sources, use of an outline, failure to cite or over-abundance of citations, requirements for typing, required headings and sub-headings, timeline of submission, plagiarism, etc.

Course Evaluations

All students are strongly encouraged at the end of every term to complete an electronic course evaluation for each course in which they were enrolled; directions for completion on Canvas will be sent at the end of the term. The data from course evaluations is anonymous.

Special Study Opportunities

Winebrenner is concerned with meeting the needs of its students as individuals. That concern is demonstrated in the flexibility of the Seminary's study arrangements and special educational opportunities, field education assignments, directed studies, independent research, and other modes of learning, which make a Winebrenner education practical, challenging, holistic, and comprehensive.

Independent Research

Independent research courses involve in-depth investigations or other kinds of extensive projects undertaken by individual students in consultation with a faculty member. An independent research course does not duplicate the essential content of any course regularly offered in a classroom setting but provides an opportunity for students who have demonstrated the capability to go beyond the Seminary's regular course offerings, in both depth and scope.

A student may earn no more than six hours of credit in independent research. Since these courses involve advanced academic work, it is recommended that foundational courses in a department be taken first. Students interested in pursuing an independent research course will utilize the following procedures:

- The student develops a "learning contract" delineated on the Application for Independent Research Form in conjunction with a faculty member who is competent in the field to be studied.
- The student submits the completed Application for Independent Research Form to the Student Success and Records Coordinator, who confers with the Academic Dean regarding approval and then registers the student.
- Once the student receives notification of approval, he or she may proceed with the research project. The faculty member who signed the application will serve as an advisor and final evaluator of the student's work on the project. The completion deadline for the research project is the end of the trimester, unless otherwise stated on the application.

Directed Study

Regularly scheduled courses at the Seminary may be taken outside of the scheduled time frame when unusual circumstances are present. A directed study is available only when the course cannot be taken at the regularly scheduled time because of an irreconcilable scheduling conflict affecting the normal degree progress of a student.

- Students who have achieved a 2.5 GPA or better and who have successfully completed 30 credit hours of coursework are eligible for a directed study.
- Credit hours of directed study in a degree program may not exceed 10% of the total credits required for graduation.
- It is understood that some courses are not suitable for directed study. All directed studies are at the discretion of the Academic Dean, Student Success and Records Coordinator, and the instructor.
- Students requiring a directed study format for a regularly scheduled course will request a Directed Study Form from the Student Success and Records Coordinator explaining the unusual circumstances requiring the directed study delivery format. The petitioning

student may request a particular individual to serve as an instructor, though that is not a guarantee of who will ultimately teach the directed study.

- The Academic Dean, in consultation with the Program Director, assigns the professor for the directed study course, and the student is notified of such action.
- Due to the unique nature of each directed study, registration cannot be completed using WebConnect. If approved by both the Academic Dean and the Student Success and Records Coordinator, the Student Success and Records Coordinator will register the student.
- Periodic personal consultations between the student and the instructor are held throughout the trimester. The student is responsible for making initial contact with the professor, who will serve as the instructor and evaluator of the directed study course.
- The amount and quality of academic work required must be equivalent to the credit hour policy requirement for the course being replaced.
- The directed study is to be completed during the stated trimester time frame. Grades will be due at the same time as classroom course grades.

The petitioning procedure is to be initiated and completed during the stated registration period for any trimester. All late registration rules and fees will apply.

Master's Programs Progress Review

The progress review occurs at the midpoint of a student's program of study 22 credit hours in the MAPT, and 40 hours in the M.Div.; MACC students are reviewed according to a different procedure prior to Practicum [see MACC section for details]). The student will meet with a designated panel of reviewers and will discuss their personal and ministerial goals at this program mid-point. These goals, and other measures of the student's progress, such as academic success, growth in personal formation, and the ability to meet program expectations, will be reviewed. Successful completion of the progress review is a requirement for graduation. The interviewers will assign one of three designations upon completion of the interview. The recommendation of the panel will be presented to the faculty for a final determination.

1. *Pass*: The student successfully demonstrates growth in personal and ministerial goals, academic success, growth in personal formation, and the ability to meet program expectations.
2. *Pass with Action Plan*: The student demonstrates areas of concern in one or more of the following areas: personal and ministerial goals, academic success, growth in personal formation, and/or the ability to meet program expectations.
3. *Remediation Required*: The student does not demonstrate significant growth in the following areas: personal and ministerial goals, academic success, growth in personal formation, and/or concerns exist regarding the ability of the student to meet program expectations.

If the student is assigned a *Pass*, he or she will receive a letter from the Office of the Academic Dean indicating successful completion of this requirement for graduation.

If the student is assigned a *Pass with Action Plan*, he or she receives a letter from the Office of the Academic Dean including the actions plan. The student will complete the action plan as assigned.

If the student is assigned a *Remediation Required*, the student receives a letter from the Office of the Academic Dean indicating the designation and requiring the student to schedule an interview with the Academic Dean to discuss a remediation plan. In addition:

- The student may continue in his or her program of study or may be asked to discontinue their studies for a period of time to be determined by the Academic Dean. During this time, the student will receive external seminar resources to support the areas of needed remediation.
- Lack of completion of assigned remediation will result in the Office of the Academic Dean making a determination about the ability of the student to continue in the program.
- Successful completion of remediation will result in the graduation checklist being updated to reflect the completion of this graduation requirement.

Change of Program

Students who wish to change their program of study should consult the Student Success and Records Coordinator and complete the Change of Program form. The Change of Program form is subject to the approval of the Academic Dean, the sending Program Director, and the receiving Program Director. Students will receive written notification of the approval or dismissal of their request.

Student Employment

Winebrenner delivers courses in a manner that allows students to maintain employment necessary for their livelihood but cautions them to be aware of the impact on both employment and family life that the additional hours or study may make. Please refer to the Credit Hour Definition in the General Academic Policies section of the catalog for more information.

Generally, there is no employment offered to students on campus. From time to time, employment/ministry opportunities are announced through an email sent to students. In addition, the Seminary occasionally invites students to serve as graduate student assistants, based on the rationale found below.

Graduate Student Assistantships

- Winebrenner faculty and students benefit one another and the Seminary as they engage in collaborative research projects.
- Theological research and reflection will nurture the vision of academic excellence and critical thinking in the Seminary and our sphere of influence.
- Research and writing expand the theological and clinical inquiry, network, and stature of the Seminary, and provide incentives for faculty and graduate students to achieve higher levels of proficiency within their fields of inquiry.
- Student aid funds are earmarked for student assistantships.
- All graduate assistantships range from 10 to 20 hours per week for a 12-week trimester. Although there may be weekly variation in the workload of a graduate assistant, the workload should not be too heavy or too light in any week. The schedule may not fall outside of these boundaries more than one week per term without approval from the Academic Dean. Either overuse or underuse may become the basis for future

approval decisions of particular faculty oversight. In extreme cases, GSA resources may merit reallocation by the Academic Dean. The student may appeal their schedule to Academic Dean if they believe it falls outside the signed agreement. Eligibility standards and guidelines.

- Tuition Remission: A graduate student assistant may receive credit for an elective independent research course based on research work done as a GSA. The stipend is the waiver of tuition for the course upon completion of the project, which is indicated by the faculty member assigning the student a grade. Total GSA credits across the Institution will be limited annually based on a ratio of 3% of the FTE for tuition remission. In the event that more applications are received, the Academic Dean should consider: inclusion of diverse faculty involved in research assistantships, student aptitude for research and then professorial rank. GSA students already on full tuition remission will not be eligible for further remission or compensation but are eligible as a graduate student assistant; therefore, such students do not count toward the Institutional ratio calculation. All GSA responsibilities must fall within the law and accreditation guidelines.

Graduate Assistantship (GSA)

Faculty may apply for a graduate student to assist them in a specific research project or teaching assignment connected to a specific course. Occasional GSAs are not intended for projects in which the student is not producing original work, providing classroom assistance, or engaging in teaching-related activity.

Criteria for evaluating occasional GSA candidates are: (1) completion of a minimum of a full-time academic year or its equivalent; (2) aptitude for research and/or teaching; (3) recommendation by two Winebrenner faculty members; and (4) a minimum GPA of 3.7 at Winebrenner.

Faculty members complete and submit the Occasional GSA Application Form, which describes the nature and focus of the research/teaching assistantship project, to the Academic Dean prior to inviting a student to participate in an assistantship. The GSA is faculty-initiated rather than student-designed. Upon approval by the Academic Dean, the faculty member extends the GSA opportunity to the student.

- If the student is to be invited to focus on a research project, he or she may receive credit for the GSA as an elective independent research course. The stipend is the waiver of tuition for the course upon completion of the project, which is indicated by the faculty member assigning the student a grade.
- A student is only invited to serve as a teaching/research assistant for a course which has already been successfully completed for credit; no further credit will be granted. Instead, a stipend equal to that course's tuition will be credited to the student's account upon completion of the teaching assignment. Completion is indicated by the faculty member submitting the appropriate form at the end of the term.

Nine credits of Occasional GSAs are available in each academic year. A student may complete two GSAs total in their program of study (for a total of 6 credit hours).

Title IX and Student Conduct

Conflict Resolution

Conflict Between Students

The Winebrenner community recognizes that conflict will occur and encourages students and faculty to address these issues from a Christian perspective that is based upon Matthew 18:15-35 and Galatians 6:1-10. If a conflict occurs between students, the concerned person should first contact the other party of the conflict. If the issue cannot be resolved independently, the involved parties should contact the Academic Dean for arbitration or referral.

Title IX Grievances

SEE THE FULL TITLE IX POLICY FOR DETAILED GUIDANCE REGARDING SEXUAL HARASSMENT PROCEDURES AND POLICY (AVAILABLE FROM THE ACADEMIC DEAN OR DIRECTOR OF FINANCE)

Statement of Philosophy

It is the policy of Winebrenner Theological Seminary that it will not tolerate verbal or physical conduct by any employee or student which harasses, disrupts, or interferes with another's work performance or education or which creates an intimidating, offensive or hostile environment. The purpose of this anti-harassment policy is to ensure that all employees and students have an opportunity to work or learn in an environment free from all forms of harassment.

Definitions of Harassment

At Winebrenner Theological Seminary, sexual harassment, whether verbal, physical, or arising out of the Seminary assignments off campus, at Seminary-sponsored social functions, or elsewhere, is unacceptable and will not be tolerated.

Winebrenner Theological Seminary also prohibits harassment because of another's race, color, age, religion, ancestry, national origin, disability, handicap or pregnancy. Examples of such harassment include, but are not limited to, racial and ethnic slurs; offensive stereotypes; and making jokes about these characteristics.

Harassment is unacceptable in the Seminary itself or by any employee or student in any Seminary-related setting outside the Seminary, including, but not limited to, other Seminary-related settings such as Seminary-related trips and Seminary-related social events.

Individuals Covered by the Policy

This policy covers all employees and students. Winebrenner Theological Seminary will not tolerate harassment, whether engaged in by employees regardless of whether they are faculty, administration or staff, or by students.

In addition, Winebrenner Theological Seminary will not tolerate harassment engaged in by an individual who is not an employee or student of Winebrenner Theological Seminary (e.g., affiliates, suppliers) to the extent that it affects any employee or student of Winebrenner Theological Seminary. Any employee or student who has been subject to harassment by such a person may complain to their immediate supervisor, the Director of Finance or the Academic Dean.

Winebrenner Theological Seminary will investigate any incident of alleged harassment by a person who is not an employee or student of the Seminary to the extent practical and will take any action it deems appropriate after evaluating all the circumstances. Winebrenner Theological Seminary encourages reporting of all incidents of harassment, regardless of who the offender may be, in accordance with the method set out below.

Non-Title IX Grievances

Grievances by students against faculty, staff, or administrators or faculty, staff, or administrator grievances against students not related to Title IX issues are also investigated using the method below.

Grievance Procedure for Title IX and Non-Title IX Grievances

Information Procedure

Winebrenner Theological Seminary encourage individuals who believe they are being harassed to clearly and promptly notify the offender directly or if such discussion does not successfully end the harassment, then the individual should notify the Director of Finance or the Academic Dean who may talk to the alleged harasser or arrange for mediation between the individual and the alleged harasser with a third person acceptable to both. This informal procedure is not a required first step for the reporting individual.

Formal Procedure

In the event that the reporting individual does not wish to pursue the informal procedure, or in the event that the informal procedure does not procure a result satisfactory to the reporting individual, the following steps should be followed to report the harassment complaint and to initiate a formal procedure:

Notification

An individual who believes he or she has been subject to harassment should report the incident to the Director of Finance or the Academic Dean.

An employee also has the option of reporting the harassment to his/her supervisor. In such a case the supervisor must immediately file a written report of the complaint with the Director of Finance

Any investigation should be confidential to ensure the privacy of the persons involved. Both the accuser and accused individuals should be reminded of the confidential nature of the process.

Description of Misconduct

An accurate record of the objectionable behavior is necessary to resolve a formal complaint of harassment.

All complaints of harassment must be produced in writing by either the reporting individual or the individual designated to receive complaints.

Time for Reporting a Complaint

Prompt reporting of complaints is strongly encouraged, as it allows for rapid response and

resolution of objectionable behavior or conditions for the reporting individual and any other affected employees. However, the timeframe between the alleged incident and reporting should not be considered in investigation or resolution of the complaint.

Protection Against Retaliation

Winebrenner Theological Seminary will not retaliate against an individual who makes a report of harassment, nor permit any employee or student to do so. Retaliation is a very serious violation of this policy and should be reported immediately. Any individual found to have retaliated against an individual for reporting harassment, or against anyone participating in the investigation of a complaint, will be subject to appropriate disciplinary procedures as described below. (See “How to Resolve the Complaint”).

How to Investigate the Formal Complaint

Confidentiality

Any allegation of harassment or other prohibited behavior brought to the attention of the Director of Finance or Academic Dean will be promptly investigated. Confidentiality will be maintained throughout the investigatory process to the extent practical and appropriate under the circumstances.

Identification of Investigators

Complaints will be initially investigated by the person the Director of Finance determines should be the investigator.

Investigation Process

The investigation process may include any or all of the following:

- Confirm name and position of the reporting individual.
- Identify the alleged harasser.
- Thoroughly ascertain all facts in connection with the alleged incident, beginning by interviewing the reporting individual and the alleged harasser. Question of all parties should be asked in a non-judgmental manner
- Determine frequency/type of alleged harassment or prohibited behavior and, if possible, the dates and locations where alleged harassment or prohibited behavior occurred.
- Find out if any witness observed the alleged harassment or prohibited behavior. If the reporting individual and the alleged harasser present conflicting versions of the facts, interview any witnesses.
- Ask how the reporting individual responded to the alleged harassment or prohibited behavior and determine what efforts, if any, at informal resolution of the matter were made.
- Determine whether the reporting individual consulted anyone else about the alleged harassment or prohibited behavior and take note of who else knows and their response to the disclosure.
- Develop a thorough understanding of the professional relationship, degree of control and amount of interaction between the alleged harasser or accused and the reporting individual.

- Determine whether the reporting individual knows of or suspects that there are other individuals who have been harassed or subjected to prohibited behavior by the alleged harasser or accused.
- Determine whether the reporting individual informed other employees or supervisors of the situation and what response, if any, reporting individual received from these individuals.
- During the first interview with the alleged harasser or the accused, remind the alleged harasser or accused of Winebrenner Theological Seminary's policy against retaliation for making a complaint of harassment.

In pursuing the investigation, the investigator will try to take the wishes of the reporting individual into consideration, but should thoroughly investigate the matter, keeping both parties informed as to the status of the investigation.

How to Resolve the Complaint

Upon completing the investigation, in a case involving harassment, the investigator will report to the Director of Finance (HR) who will review the investigation, make findings and decide upon appropriate action to be taken. The Director of Finance (HR) will communicate his/her findings and intended actions to the reporting individual and alleged harasser.

If the Director of Finance (HR) finds the harassment occurred, the harasser will be subject to appropriate disciplinary procedures, as listed below.

Upon completing the investigation, in a case involving prohibited behavior which does not fall under Title IX the investigator will report to the Director of Finance or Academic Dean as instructed when investigation is initiated. The Director of Finance or Academic Dean will communicate his/her findings and intended actions to the reporting individual and accused.

If the Director of Finance or the Academic Dean finds the prohibited behavior occurs the accused will be subject to appropriate disciplinary procedures, as listed below.

Sanctions for Harassment or Other Prohibited Behavior

Individuals found to have engaged in misconduct constituting harassment or other prohibited behavior shall be disciplined. Appropriate sanctions will be determined by the Director of Finance (HR) in the event of harassment or the Director of Finance or Academic Dean in the event of prohibited behavior not covered under Title IX.

Winebrenner Theological Seminary's response at a minimum will include reprimanding the offender and preparing a written record. Additional action may include referral to counseling, withholding of a promotion, reassignment, temporary suspension of employment without pay, reduction in bonus, termination of employment, education suspension, or educational expulsion.

False Accusations

If an investigation results in a finding that the reporting individual falsely and maliciously accused another of harassment, the reporting individual will be subject to appropriate sanctions, as described above, including the possibility of termination of employment or educational expulsion.

Appeals Process

If either party directly involved in a harassment investigation is dissatisfied with the outcome or resolution, that individual has the right to appeal the decision. The dissatisfied party should submit written comments in a timely manner to the President of Winebrenner Theological Seminary.

A committee consisting of the President's Council will review the objecting party's position and the entire record before it and present its finding within 15 calendar days of receiving the written objection.

STUDENT CONDUCT**Classroom Disruption**

Classroom disruption includes any activity or behavior, which interferes with an instructor/faculty member's ability to teach or another student's ability to learn. The instructor or faculty member retains latitude in determining whether any given activity or behavior is disruptive. In the event that the activity or behavior cannot be resolved by the instructor or faculty member, it should be referred to the Academic Dean

Grade Dispute

There may be an occasional situation where a student and faculty member do not agree on the grade given for a certain course. The student's program director (or, in the event the program director is involved in the dispute, a suitable faculty substitute as chosen by the Academic Dean), and the President of the Seminary or the Academic Dean shall serve as a Committee of Arbitration, whose decision shall be final. This appeal process must be started within three weeks of the grade in dispute being posted. The process will be completed within 90 days from the end of the trimester. This same appeal process will be instituted in disputes concerning accusations of academic integrity.

MAINTAINING A WRITTEN RECORD OF THE COMPLAINT

Winebrenner Theological Seminary shall maintain a complete written record of each formal complaint related to the dispute, grievance, student conduct, or grade dispute, and how it was investigated and resolved. Written records shall be maintained in a confidential manner to the extent practical and appropriate.

Conclusion

Winebrenner Theological Seminary has developed this policy to ensure that all of its employees and students can work and/or learn in an environment free from harassment. This policy will be immediately disseminated to all employees and students and Winebrenner Theological Seminary will provide this policy to all new employees and students. Should any employee have a question concerning this policy, they should contact their supervisor or the Director of Finance (HR) should any student have a question concerning this policy, they should contact the Academic Dean.

FINANCIAL INFORMATION

Tuition and Fees

The cost of theological education by Winebrenner is borne in large measure by direct support of the Churches of God, General Conference, gifts from individuals and churches, income from endowments, and tuition paid by students. The Seminary expects students to assume a reasonable portion of the cost for their professional theological education.

The tuition rates normally change each academic year, with one notable exception: military servicepersons called to active duty during their enrollment at Winebrenner will, upon their return to Winebrenner, be charged the same tuition rate effective prior to deployment, until he or she completes their program.

2019-2020 Tuition

Doctor of Ministry courses, \$580/credit hour

Master's level courses, \$525/credit hour

Mandatory Fees

Application fee (non-refundable), \$30

Audit fees, \$150/course

Course replacement fee, \$75/course

Change of course status fee, \$30

Drop fee (per course after 1st week), \$30

(Foundations for Seminary Studies course dropped after attending the day's session will result in the audit fee and change of status fee being charged)

Graduation fee, \$130

Late registration fee, \$50/trimester

No show fee, \$50/course

Transcript fee, \$6

Supplemental Fees

Some courses may require additional fees for supplemental materials purchased by the Seminary at a discount, or lab materials essential to the course of study. These fees are in addition to the tuition charged for the appropriate course. These additional materials will be listed in the syllabus as supplemental.

Refund of Tuition and Fees (*For Title IV funds, see below.*)

NOTE: Any credit balances greater than \$5, on a student's account will be refunded via check, which will only be sent via U.S. Mail. A credit balance of \$5 or less will remain on the student's account and be applied to future tuition and/or fees.

Refund of Tuition and Fees: Refunds are granted on the following scale if the student follows the withdrawal procedure. The following information is also available on the Winebrenner website:

Withdrawal during the 1st Week: 85% Tuition Refund

Withdrawal during the 2nd – 3rd Weeks: 70% Tuition Refund

Withdrawal during the 4th – 5th Weeks: 50% Tuition Refund
 Withdrawal during the 6th – 7th Weeks: 25% Tuition Refund
 Withdrawal after the 7th Week: No Refund

All course fees are non-refundable.

Any withdrawal from class after the 1st session will result in a \$30 drop fee per course.

For more information on withdrawals, please see the Catalog section “CHANGES IN REGISTRATION, ADDITIONS, AND WITHDRAWAL.”

PLEASE NOTE: The Board of Trustees and administration of the Seminary have the right to make changes in fees, charges, and tuition.

Payment of Tuition and Fees

Tuition and fees for each term are due prior to the first day of class. A deferred payment plan may be arranged with the Business Office by contacting the Director of Finance. An acceptable plan is one which allows a minimum payment of 25% of assessed fees paid prior to the first day of classes, 50% of the balance paid prior to final exams. All accounts must be paid-in-full by the end of the term. Students are responsible for payment of their accounts, even if they will be receiving outside funding; a 0.5% monthly finance charge will accrue on all unpaid balances. Students having outstanding obligations to the Business Office or library are not permitted to register for a new term of study until outstanding balances are paid. To avoid late registration fees, student accounts should be paid in full prior to mid-July for fall registration, mid-November for spring registration, and mid-March for summer registration.

Students (both current and former) no longer receive a fee statement mailed to them monthly. Up to date tuition and fee balances must be accessed via WebConnect.

Students with any outstanding balance with the Business Office or Library will also not be able to view a report of their grades in WebConnect. Viewing grades in person may be arranged by appointment with the Student Success and Records Coordinator at any time although a copy will not be issued (see Student’s Right of Access below), a diploma will not be bestowed, and a transcript or recommendation may not be requested until all obligations are met. Students having unusually difficult financial hardships may request special arrangements with the Business Office.

**In compliance with the Veterans Benefits and Transition Act of 2018, no penalty will be imposed on any VA compliant student who has a disbursement delay of payment by the U.S. Department of Veterans Affairs. This includes no assessment of late fees, no denial of class access, library or other institutional facilities. In addition, the institution will not require a Chapter 31 or Chapter 33 recipient to borrow additional funds to cover financial obligations which are present due to a delay in disbursement by the US Department of Veteran’s Affairs.

Bad Debt Policy

When a person is no longer registered as a student, they will have three months after the registered term to pay their account in full. At the end of that time they will receive a letter reminding them

of the past-due balance and that the account may be turned over to a collection agency after two additional months.

If an account is turned over to a collection agency, the entire amount plus any agency fees must be paid prior to receiving grades, transcripts, and diplomas or registering for classes. Contact the Business Office with questions.

Financial Assistance

We encourage our students to employ a variety of resources to finance their education, including personal savings, employment, church, and denominational support, support raising, and grants and loans. God has provided for our students in a variety of ways for many years, and we trust that He will continue to provide for years to come.

Faith Covenant

Students who desire to pay as they go through their program without utilizing loans should contact the Business Office to explore this option. The basis of this agreement is a commitment by the student to make monthly payments to cover the tuition and fees for a given term. Stewardship resources will also be available to empower students to demonstrate faith, commitment, and integrity in their financial management.

Federal Direct Loans

Winebrenner contracts with FASolutions in providing Federal Direct Loans. Students will be contacted by email with details of award packages after a given registration period ends.

A graduate student who is a United States citizen or permanent resident can borrow up to \$20,500 per year. Interest begins to accrue immediately and the student is responsible for interest payments while in school but is not required to begin repayment of the loan until six months after graduation. Payment may begin prematurely if enrollment drops below half-time status. The interest rate for an unsubsidized Federal Direct Loan is variable, capped at 8.25%.

To apply for an unsubsidized Federal Direct Loan, students must annually complete the Free Application for Federal Student Aid (FAFSA) or a renewal FAFSA. The form is available from the Financial Aid Office, area high schools, or online at www.fafsa.ed.gov (Winebrenner's school code is G040600). The annual application deadline for continuing and returning students is July 1 for the upcoming academic year.

Students receiving financial aid will be notified of their awards and will have to log onto WebConnect to accept, decline, or modify their packages. Once the term has started, and Direct Loans are deposited to the Seminary's account, any resulting credit balance on a student's account will be sent via U.S. Mail to the student's home address on record. Refunds are not available for pick-up on campus.

Contact the Financial Aid Coordinator (financialaid@winebrenner.edu) for more information.

School Loan Counseling Policy

Winebrenner has an obligation to counsel students who have federal school loans. The students must be financially responsible for repaying federal school loans. The following guidelines will be followed:

- The Financial Aid Coordinator will monitor each student's outstanding federal loan balances and keep the Financial Aid Committee informed of such balances.
- Each student will receive counseling from the Financial Aid Counselor as needed or determined.

Satisfactory Academic Progress (SAP) Policy

According to federal regulations, all schools that administer Title IV funds must monitor the academic progress of students receiving federal aid to determine whether those students are progressing in a satisfactory manner toward the completion of a degree. Due to changes in federal regulations effective July 1, 2011, that progress must be measured in both qualitative (grade point average) and quantitative (pace and maximum timeframe) components. This monitoring process policy is called the Satisfactory Academic Progress Policy, or more commonly referred to as SAP. It is important to note that Financial Aid SAP differs from Academic SAP. Academic SAP policy monitors a student's good standing within the Seminary and whether a student is eligible for graduation. The Academic Dean is responsible for creating and monitoring the Academic SAP. All students matriculating at Winebrenner are subject to the Academic SAP. The Financial Aid SAP is governed by federal regulation and is used to monitor a student's eligibility to receive Title IV funds. The Financial Aid Office is responsible for monitoring the Financial Aid SAP policy. Only students receiving Title IV funds are subject to the Financial Aid SAP policy. Federal regulations require the Financial Aid SAP policy to be equal to or stricter than the school's graduation requirement. Therefore, it is possible for a student to remain in good standing with the Seminary's Academic SAP policy yet fail to meet the standards required by the Financial Aid SAP policy.

Qualitative

All students pursuing a degree must maintain a cumulative grade point average (GPA) that is equal to or greater than the minimum graduation standard for their degree as published in this catalog at the time of the student's admission. The current minimum GPAs for each degree are listed below:

M.Div.	3.0
MA in Clinical Counseling	3.0
MA in Practical Theology	3.0
Doctor of Ministry	3.0

This standard is referred to as the qualitative component of the SAP policy. This policy applies to all federal loan recipients. Scholarships are awarded at the discretion of the Financial Aid Committee and may be withdrawn if the student does not meet this SAP policy. Students who entered Winebrenner Seminary under a different Graduate Catalog will be subject to the previous policy. If a student interrupts their study at Winebrenner by more than one year (three successive terms) they will become subject to this policy.

Quantitative

There are two elements to the quantitative component of SAP: pace and maximum timeframe. Pace measures the rate at which students are completing classes whether aid has been received or not. Students' completion of registered classes is monitored, and withdrawal from classes can negatively affect a student's pace. Maximum timeframe measures whether a student is progressing toward completing the degree within the maximum timeframe allowed.

Pace: All students must maintain a satisfactory pace while pursuing a degree. Pace is measured by dividing total completed hours by total attempted hours. All withdrawals which are recorded on the transcript (withdrawals after the "last day to withdraw with no record on the transcript," as listed in the academic catalog calendar) and transfer hours are calculated according to this formula.

1 st Year Students	Completed < 24 credit hrs	(Must complete) pace 50%
2 nd Year Students	Completed 24 – 47 credit hrs	(Must complete) pace 60%
3 rd Year + Students	Completed 48 > credit hrs	(Must complete) pace 70%

Students should note that withdrawal from coursework can adversely affect pace and, therefore, affect financial aid eligibility.

Maximum Timeframe: All students must complete their degree within the maximum timeframe determined for their degree program. The maximum timeframe and the minimum credit hours per academic year for each degree are listed below. Students will need to complete their degree program within 150% of the prescribed duration of their specific degree program in order to maintain eligibility for Financial Aid SAP:

- The **Master of Divinity** degree must be completed within 7 years (21 trimesters) with a minimum of 51 credit hours of enrollment completed during the first 5 years (15 trimesters). All remaining credit hours required for the degree must be successfully completed within the final 2 years (6 trimesters).
- The **Master of Arts in Clinical Counseling** degree must be completed within 5.5 years (17 trimesters) with a minimum of 51 credit hours of enrollment completed during each of the first 4 years (12 trimesters). All remaining credit hours required for the degree must be successfully completed within the final 1½ years (5 trimesters).
- The **Master of Arts in Practical Theology** degree must be completed within 4 years (12 trimesters) with a minimum of 27 credit hours completed during the first 3 years (9 trimesters). All remaining credit hours required for the degree must be successfully completed within the final year (3 trimesters).
- The **Doctor of Ministry** degree must be completed in a minimum of three years and a maximum of six years.

Monitory Progress and Satisfactory Progress Increments

The Financial Aid Office conducts reviews of all SAP components (quantitative and qualitative standards) of all applicants for financial aid after grades are submitted each trimester and before aid is disbursed for the following trimester. This review occurs three times per year at Winebrenner. The assessment is based on the student's entire academic record. All of a student's

academic coursework is considered in the review process, without regard to whether or not the student received financial aid for all of the trimesters enrolled. Admission to Winebrenner or maintaining good academic standing as defined by the individual graduate programs does not necessarily constitute maintaining SAP for financial aid purposes.

Financial Aid Warning

Students who are not in compliance with the SAP policy are considered to be in an unsatisfactory status. A student whose status is determined to be below the minimum cumulative GPA, pace, or maximum timeframe for his or her degree program will be placed in a Financial Aid Warning status. A student is still eligible to receive aid while on warning status for one trimester. If a student has not met minimum SAP requirements at the end of that trimester, the student will be placed on Financial Aid Dismissal and will no longer be eligible to receive aid until the student achieves the minimum SAP. This evaluation may be reinstated after a demonstration of the ability to meet minimum SAP standards.

Right to Appeal

Students who have had eligibility for Title IV aid suspended due to unsatisfactory academic progress may appeal to the Financial Aid Committee for an extension of time to meet the standards detailed in this policy. A student whose academic performance was affected by circumstances beyond his or her control including, but not limited to, personal or family accident; illness or crisis; death of a close family member; loss of employment or employment transition; or divorce may request a review of his or her situation by submitting an appeal in writing to the Financial Aid Office. The letter must describe in detail those circumstances and provide specific information about how his or her ability to meet the SAP standards detailed in the Winebrenner policy was affected. The student must describe changes that will facilitate the student's ability to meet SAP in the future. In addition, independently verifiable supporting documentation from a third party is required in most instances. Documentation may include a letter from a medical practitioner, lawyer, priest, or pastor who is familiar with the student's circumstances; copies of applicable bills; or copies of reports from government or local authorities. The documentation must contain the name and telephone number of a contact person in the event that the Financial Aid Committee wishes to confirm the authenticity of the documentation or to request additional information. All appeals will be reviewed by the Financial Aid Committee, which is comprised of the Vice President of Academic Advancement and the Director of Enrollment Management.

Appeal Decisions and Financial Aid Probation

If the student's appeal is granted, the student will be placed on Financial Aid Probation and given an academic plan that, if followed, will ensure the student's ability to meet SAP requirements within a specified period of time. During this probationary period, the student may continue to receive financial aid. If the student does not meet SAP standards after the end of the probationary period, the student is determined to be ineligible for current and future Title IV aid until the student completes additional coursework sufficient to return to good standing.

Financial Aid Eligibility When Obtaining Additional Concentrations and Degrees

In order to be eligible for federal student loans, a student must be seeking a degree. A Winebrenner graduate may receive federal student loans for the pursuit of a second degree, provided the student has met SAP standards in pursuit of the first degree.

Student Withdrawal/Return of Title IV Funds Policy

In accordance with federal regulations, when a Title IV aid recipient withdraws from all classes during a term, it is Winebrenner's responsibility to determine the withdrawal date and amount of loan funds that the student has earned. If a student received less assistance than was earned, he or she might be able to receive those funds. Alternatively, if the student received more assistance than was earned, the unearned funds must be returned by the school and/or aid recipient to the Department of Education (DoE). If, when the school returns funds to the DoE, a balance is created on the student's Winebrenner account, it is the student's responsibility to pay that balance to the Seminary. Note: The return of Title IV funds calculation is different from the tuition refund calculation.

Withdrawals

A student's withdrawal date varies depending on the type of withdrawal:

- Official Withdrawal: A student is considered officially withdrawn when they withdraw from a course on WebConnect. The Student Success and Records Coordinator will use the posted date and time on WebConnect for recording the official withdrawal.
- Non-Official Withdrawal: If a student ceases attendance without providing official notification, the withdrawal date (for calculation of return of Title IV funds) is the date that is reported as the last date of academic participation at an academically-related activity by a faculty member on a class roster, grade sheet, or other documented source, e.g., grade book. The faculty member will maintain the documentation of the last date of academic participation.

If a student fails to officially withdraw due to circumstances beyond the student's control, i.e., illness, accident, grievous personal loss, or other circumstances, the date related to the onset of that circumstance may be used as the withdrawal date.

Exit Counseling after Withdrawal

After withdrawal from Winebrenner, a student must complete the federally required Direct Loan Exit Counseling. If counseling has not been completed, Winebrenner reserves the right to withhold the student's transcript until the requirement has been met. Financial exit counseling may be completed at <https://studentloans.gov/myDirectLoan/index.action>.

Return of Title IV Funds

The school will use the required federal Return of Title IV worksheets to calculate the total aid earned by a withdrawn student. The same percentage of earned aid is applied to the amount of aid the school is able to accept to pay institutional charges. For example, if, as in the example above, a student has only earned 30% of the aid, the school may only apply aid to 30% of the institutional charges. This, however, does not release the student from the responsibility to pay the remaining 70% of the institutional charges if the student withdrew after the last day to withdraw with partial refund, as determined in the academic catalog calendar. If all the aid has been disbursed at the time of the student's withdrawal, the school is only responsible for returning its percentage of the institutional charges. The student must pay the remainder of excess aid to the DoE. Any balance left on the student's account after a Title IV return calculation must be paid before the student can re-enroll in classes, receive transcripts, or utilize any other service of the school.

Post-Withdrawal Disbursements

If the total amount of the Title IV loan funds earned as of the withdrawal date is more than the amount that was disbursed to the student, the difference between the two amounts will be treated as a post-withdrawal disbursement. In the event that there are outstanding charges on the student's account, Winebrenner will credit the student's account for a post-withdrawal disbursement of loan funds, up to the amount of the allowable charges.

Any remaining funds greater than \$5 on a student's account will be refunded via check, which will only be sent via U.S. Mail. A credit balance of \$5 or less will remain on the student's account and be applied to future tuition and/or fees.

Other Financial Assistance

Kreger Loan Fund (for emergencies only)

The Emma Kreger Student Loan Fund is available for interest-free loans up to \$500 while the student is enrolled at Winebrenner. Loans are made upon application through the Business Office and as funds are available. A repayment schedule is arranged at the time of the loan. Loans not paid within the agreed-upon payment schedule incur interest charges at 1.5% per month. Students using the Kreger Loan Fund are encouraged to contribute to the principle of the fund for the benefit of other students as an expression of appreciation for receiving the interest-free loan.

Veterans' Benefits

Winebrenner is approved for educational benefits for qualified veterans. Upon acceptance to the Seminary, veterans should forward their Veterans Administration Certificate of Eligibility to the Director of Enrollment Management or the Student Success and Records Coordinator.

Seminary Graduate Enrollment Incentive Program (SGEIP)

In an effort to make continuing education opportunities more accessible, Winebrenner offers one course for credit per trimester (for a total of three courses per year) at a one-half tuition discount to any person who has received a master's level theological degree from an accredited seminary.

Individuals who have not graduated from Winebrenner must submit an application form, transcripts from previous academic work, and appropriate application fee. Alumni of Winebrenner who have not taken a class at Winebrenner in the past two years will also need to submit an application form and appropriate application fee. Students taking advantage of the SGEIP will be admitted on a Limited Graduate status, meaning that the student is enrolling in a limited number of courses but not pursuing a degree.

The following guidelines apply to the SGEIP:

- Individuals participating in the SGEIP are not eligible for any additional financial aid provided by Winebrenner.
- The one-half tuition discount is only applicable to master's level courses offered by Winebrenner. The discount does not apply to class offerings from the Doctor of Ministry program.

- Enrollment in some courses may be closed to participants in the SGEIP as a result of classes being filled to capacity by students who are currently pursuing degrees. This will be determined on a case-by-case basis at the discretion of the course's instructor and the Academic Dean.

STUDENT SERVICES AND GUIDELINES

Standards of Life

All students and members of the Winebrenner community are expected to manifest a proper attitude toward the Christian life and values of the Seminary. The standards of conduct expected are those indicated in the Scriptures as citizens of the kingdom of God. The Christian is a resident alien living in anticipation of the age to come.

For the sake of the Winebrenner community, the following behaviors are to be practiced:

- All students, faculty, and staff must agree not to use tobacco, alcohol, or illegal non-prescriptive drugs at any Seminary function on- or off-campus. Students should refer to the Drug/Alcohol Prevention Program Guidelines for the Seminary explicated in this catalog. Tobacco use on campus is governed by the University of Findlay's smoke-free campus policy.
- In terms of sexuality, we believe that Jesus Christ and the Scriptures teach from creation that sexual relations are sanctioned only between a husband and his wife in marriage.

Inclusive Language

Winebrenner is committed to equality for women and men of every racial and ethnic background. Recognizing that language is an essential element in understanding and shaping people's perceptions of themselves and others, the Seminary urges students to use language in public discourse, in classroom discussions, and in their writings that does not exclude persons on the basis of gender, age, race, physical limitations, or economic condition.

Student Responsibilities

Like any community, the Seminary is comprised of persons with a variety of personalities, theological perspectives, and diverse backgrounds. To function as an academic community characterized by diverse persons, there are basic student responsibilities that should be observed.

Respect for All Students, Faculty, and Staff

To be Christ-like involves showing respect for all persons. Each student owes respect to his or her fellow students as peers in the learning process, despite differing views. Students are expected to treat faculty and staff with the same respect. Likewise, faculty and staff are expected to treat students and each other with respect at all times. (See *Title IX and Student Conduct*)

Academic and Personal Advising

Academic advising is coordinated and provided by the Vice President of Academic Advancement (Academic Dean) and Student Success and Records Coordinator. Students should contact the Student Success and Records Coordinator to clarify academic scheduling questions.

Each student's Program Director serves as the student's advisor. The establishment of an open, professional relationship with an advisor is a valuable asset in the pursuit of an education. The advisor is available to assist advisees in general academic and spiritual concerns and with issues of personal growth and development.

At times a student may find his or her abilities challenged or pushed to new limits and will need to seek advice, tutorial assistance, and/or editing help. Assistance is offered to students by the Student Success and Records Coordinator. Students are encouraged to seek assistance on their own, but may also be referred by instructors.

Faculty Office Hours

Faculty members desire to be available to students for assistance, guidance, and dialogue. At the beginning of each trimester, faculty members will post office hours on the current course syllabus and/or online.

Student Resources

Winebrenner Student Resources is a Canvas Course to which enrolled students are given rights by the Student Success and Records Coordinator. This organizational site houses a wide variety of institutional and academic information for student use including the following: phone directories for faculty, staff, and students, the catalog/handbook, announcements and, as well as a number of instructional papers and video modules on research methods and writing styles.

Counseling Guidelines

There are times when clinical counseling is needed in order for a person to effectively prepare for ministry. Counseling is the most effective when the counseling style meets the needs of the person being counseled. Therefore, the Seminary may recommend counseling options rather than a set person or group of counselors. When such counseling is needed, the Seminary will make recommendations for a student and/or spouse based on the following guidelines:

- Faculty and staff may make recommendations for counseling. However, only the Academic Dean or the President may authorize participation in Seminary-supported counseling.
- Initial counseling services through UF Counseling Services Center will be utilized.
- The Seminary will assist, when necessary, with the cost of the counseling sessions. However, the person receiving the counseling will provide at least 25% of the cost (after insurance benefits). An Authorization for Payment of Counseling Sessions will need to be signed by the Academic Dean or the President before payment is made. Need-based financial support from the Seminary is available, up to ten counseling sessions, during a student's academic career at the Seminary. If need exists beyond the tenth session, a request will be considered by the Academic Dean.
- For the Seminary to financially support a student and/or spouse in the counseling process, the person being counseled must sign an Authorization for Release of Information-Counseling Sessions Form, available from the Academic Dean.

Drug/Alcohol Prevention Program Guidelines

Winebrenner recognizes that the possession, use, cultivation, or distribution of central nervous system stimulants and depressants, narcotics, and hallucinogenic drugs is incompatible with state and federal law and with the mission of the Seminary. Considerable medical evidence informs us that the use of drugs of this kind, except under medical supervision, may induce physical and emotional dependence on their use and that such use may be dangerously harmful to the student user and may seriously jeopardize the student's performance in Seminary and in ministry.

Considering these facts, Winebrenner will not permit the unlawful possession, use, cultivation, or distribution of marijuana, narcotics, barbiturates, amphetamines, prescription drugs, hallucinogenic drugs, and/or any other illegal substances, either on-campus or at any Seminary-sponsored activity off-campus. Likewise, the use or possession of alcoholic beverages is also prohibited. Violators of this policy will be subject to suspension from the Seminary.

The complete Drug/Alcohol Prevention Program Guidelines may be obtained through the Student Resource Organization on Canvas.

Weapons

The possession, manufacture, transfer, sale, or use of weapons by anyone on UF property, which includes transporting or storage within personal vehicles, at any school-sponsored event, without the written authorization of the Office of Campus Safety and Security, is expressly prohibited. Likewise, the possession, manufacture, transfer, sale, or use of weapons is prohibited while conducting Winebrenner or UF business, whether or not on UF property, or at a Winebrenner- or UF-sponsored event. This prohibition exists whether or not a federal or state license to possess a weapon has been issued to the possessor.

Weapons are defined as any device or substance that is designed, used, or likely to be used to cause bodily harm or property damage. Included are firearms, which are defined as any gun, rifle, pistol, handgun, or device designed to fire bullets, BBs, pellets, or shots (including paint balls), or other projectiles, regardless of the propellant used. Other weapons include but are not limited to Taser/stun guns, knives with fixed blades, switchblades, spring-loaded knives, pocket knives with blades longer than 3½ inches, kitchen utensils not used for their intended purpose, martial arts weapons, bows and arrows or any type, swords, brass knuckles, slingshots, explosives, or incendiary devices including fireworks.

This prohibition includes other items deemed to be dangerous by the Office of Campus Safety and Security, including but not limited to hazardous chemical or biological material of any sort, displays, or collections of weapons, ornamental weapons, and ornamental ammunition. Prohibited items are subject to the immediate removal of the weapon from Winebrenner or UF property or at the Winebrenner- or UF-sponsored event.

Any member of the Winebrenner/UF community who observes an individual possessing, manufacturing, transferring, selling, or using a weapon and who reasonably believes that the individual is doing so without the consent of the Office of Campus Safety and Security should immediately report this to personnel of that Office. Likewise, any member of the community who

observes unattended items they reasonably believe to be weapons should also immediately contact the Office of Campus Safety and Security with a description and location of these items.

The only exceptions to this policy are:

1. Authorized law enforcement officers or authorized military personnel, acting on behalf of and within the scope of their official duties, and to the extent they are legally permitted to possess weapons in the State of Ohio.
2. Persons legally permitted to possess weapons in the State of Ohio, to the extent that such possession is necessary as a part of an academic, research, or work-related activity. Such use must have received prior written approval by the Director of Campus Safety and Security.

Ohio state law prohibits the carrying of concealed firearms on any premises owned or leased by any public or private college, university, or other institution of higher education unless the handgun is in a locked motor vehicle or the licensee is in the immediate process of placing the handgun in a locked motor vehicle. See Ohio Rev. Code Ann. § 2923.126(C)(3)(a).

Student Records

The Office of the Student Success and Records Coordinator maintains academic and personal records on all students. Except under legal compulsion, the information contained in such records (with the exception of name, mailing address, e-mail address, telephone listing, and program) will not be released to agencies outside Winebrenner without the written consent of the student. All students/employees acknowledge that during their time at the Seminary, photographic/digital images of themselves may be taken. The Seminary is authorized to utilize these images in Seminary publications without further releases from or compensation to the respective student/employee.

Upon acceptance and before registration, all students will be required to complete a Student Information Form which outlines the student's right to grant or refuse access to their records to third parties, in accordance with the Family Educational Rights and Privacy Act (FERPA).

All persons handling the permanent records are instructed concerning the confidential nature of such information and their responsibility regarding it.

Transcripts and Permanent Student File

Information recorded on the transcript by the Office of the Student Success and Records Coordinator includes the following: name; identification number; home address; dates of attendance; dates of academic action of disqualification and readmission; date of birth; discipline, course number and title, units of credit, grades, and grade points earned for each course; GPA; and identification of courses repeated.

Student information is maintained per the Seminary's Document Retention Policy. For information regarding this policy can be requested from the Dean.

Student's Right of Access

All students have the right to inspect and review official records (including application, transcript, completed recommendations if the student has not waived access to such, and any other pertinent information), and to deny access by others without the written consent of the student, except under limited and specific circumstances. The Student Success and Records Coordinator will make the file available to the student upon request and will remain in the room while the file is examined. The student is not permitted to copy any of the materials found in the file.

Name Change Procedure

Official name changes can be reported by submitting a scanned copy of a marriage license, court document, or a scanned driver's license and social security card to the Student Success and Records Coordinator.

Enrollment Verifications and Endorsements

Current students who require a letter of good standing, an enrollment verification, or other endorsement for any agency, denomination, or organization, must put their request in writing to the Student Success and Records Coordinator. Graduates seeking letters of reference may contact individual professors directly.

Department of Defense Postsecondary Complaint System

The Department of Defense launched the Postsecondary Education Complaint System to provide a centralized online reporting system for service members and their families to use in reporting problems with education institutions. Agency partners, including the Departments of Veterans Affairs and Education are also launching online feedback tools providing a centralized system for veterans, service members, and eligible family members to file student complaints.

Students may submit a complaint if they believe their school is failing to follow the Principles of Excellence through the centralized online reporting system accessed via the Department of Defense website. Examples of education-related issues may include but are not limited to, misrepresentation or deceptive actions with regard to private or institutional loans, high-pressure recruitment tactics, false representations about degree programs, and misleading statements regarding accreditation.

The complaint system is part of the President's Executive Order establishing Principles of Excellence for educational institutions serving service members, veterans, spouses, and other family members; designed to empower beneficiaries to report experiences related to misleading or unfair acts or practices by educational institutions serving veterans, service members, and their families.

Military-connected students using Tuition Assistance (TA) or Military Spouse Career Advancement Accounts (MyCAA) Scholarships can submit feedback at www.militaryonesource.mil/voluntary-education/complaint. Once a complaint is received, agency staff will contact both the student submitting the complaint as well as the referenced school, working with both parties to fully understand the issue raised and seek resolution.

All verified cases will be submitted to the Federal Trade Commission's Consumer Sentinel Network accessible by over 650 federal, state, and local law enforcement agencies for use in enhancing and coordinating law enforcement investigations. Appropriate cases will be referred to the Department of Justice and/or Consumer Financial Protection Bureau.

CAMPUS AND FACILITIES

Winebrenner students have access to the following UF services/facilities as part of Winebrenner's Collaborate agreement with UF:

Student ID

All students (those in a program requiring a residency requirement) will obtain an Oiler OneCard photo ID. This card may be used to access campus privileges such as parking, the Shafer Library, recreational facilities, health care, computer labs, and postal services (see www.findlay.edu for additional benefits) on the UF campus.

Print and Copy Services

Winebrenner students have two options available to print on the campus of the University of Findlay.

There are several print stations around campus for your convenience. These stations allow you to use your personal computer (Windows & Mac) to print documents from anywhere on campus. Only black and white printing is available at this time. **Please note you must be physically on campus in order to download the software necessary to utilize the print stations.**

Print Release stations are located in:

- AMU*
- BCHS
- NMI
- Shafer Library (2)*
- Davis Street Building (2)
- Old Main—Oiler Success Center*
- UF Village

*Closest to Winebrenner Building

After sending the print job, you will need to log into the print release station (listed above) with your UFnet username and password to release the print job. You will not be charged until the job is released. **Print jobs are automatically deleted if not printed in 24 hours.**

For additional print release station information and to download the necessary software visit: <https://helpdesk.findlay.edu/support/solutions/articles/5000632789-oilerprint-printing-on-campus>

Note This system ties into the same procedure that is in the labs and will charge your free print fund accordingly.

Library

Winebrenner library materials are located in Shafer Library and are available during Shafer Library hours. All students will obtain a barcode during the orientation process to adhere to their Oiler OneCard, permitting access to all library materials and journal databases.

Instructional materials are also available on the Shafer Library website:

<https://www.findlay.edu/offices/academic/shafer-library/> including information on how to locate and use information resources, off-campus access, and general library information.

Instructional materials are available in the library folder on Canvas, including information on how to use the library catalog, off-campus access, and general library information. Also included are lists of databases, periodical collection lists, and new books.

Student Health Insurance

Student health insurance is available through UF if the student is enrolled for at least six credit hours. The cost must be prepaid. If interested, contact the UF Business Office (419-434-4690).

Parking

Students wishing to park their vehicles in campus parking lots must be registered with the UF Campus Security Office, located in Lovett Hall. Application for a parking permit may be made online through the UF website under the Safety and Security Office link.

Temporary Housing

UF has gender-specific International Welcome Houses that rent for \$20/night (cash or check made out to The University of Findlay) to anyone who has a need. The cost is paid directly to the graduate assistant that oversees the house the guest is staying in. Contact the Program Coordinator for International Houses at UF (419-434-4558) to check on availability.

Security

Winebrenner security policies and procedures are aimed at students' safety and welfare. Students help maintain their own safety on campus by following all security policies; by using common sense safety practices such as walking in groups; by reporting suspicious activities, and by not leaving books, coats, laptop computers, or backpacks unattended. The Seminary is not responsible for lost or stolen items.

The following will provide an overview of helpful security facts. Everyone on campus should be safety-conscious and follow security procedures. Remember: security is everyone's responsibility.

Campus Security Authority

Winebrenner has a working relationship with UF Campus Security and the Findlay City Police Department. Campus Security has the authority to apprehend and detain anyone involved in illegal acts on campus and immediately adjacent to the campus.

If a Seminary student commits minor offenses involving Winebrenner rules and regulations, Campus Security may refer the individual to the Academic Dean, or if committed by an employee,

Campus Security will notify the Vice President of Institutional Advancement. Incidents involving faculty members may be referred to the Academic Dean.

When a crime occurs, students and/or employees should contact UF Campus Security at 419-434-4799.

UF Campus Security reports major offenses such as rape, forcible and non-forcible sex offenses, murder, aggravated assault, robbery, and auto theft to the local police. The prosecution of all criminal offenses, both felony, and misdemeanor, are conducted at Findlay Municipal Court.

Crime Statistics and Reporting

With the passage of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1990 [20 U.S.C. 1092(f)], Winebrenner will publish and distribute the Campus Security policy and a crime statistic report to all current students and employees annually. (See the UF website crime statistics section for current information on Campus Security reports.) In accordance with Department of Education final regulations published April 29, 1994, all applicants for admission or employment are provided a summary and, upon request, a full copy of the report. Winebrenner will also provide timely warnings to the campus community of serious crimes (murder, forcible and non-forcible sex offenses, rape, robbery, aggravated assault, burglary, and motor vehicle theft) reported to Campus Security or local law enforcement that may be considered a threat to other students and employees.

All incident reports documented through the UF Campus Security Office will be distributed on a monthly basis to the appropriate departments on campus.

Campus crime statistics will be published on an annual basis and will be kept available in the Business Office.

How to Learn About Campus Safety and Security

Students can review this information on UF's website at the Safety and Security Office's page.

Crime Prevention and Safety Programs

Programs offered annually in conjunction with UF and the Findlay City Police Department include home security, personal safety, sexual offense prevention, drug awareness, and gangs.

Student's Acknowledgement of Understanding

The comprehensive listing of administrative and academic guidelines found within this Graduate Catalog has been established to support and promote an optimal learning environment within all Winebrenner programs of study and across all Winebrenner learning modalities. Students are responsible for becoming familiar with the detailed contents of this Catalog and for living and learning within the letter and spirit of the guidelines as they attend class, interact with other students, with the faculty and staff of the Seminary, or participate in any Seminary-related activity.

I, _____
Student's name (please print)

Acknowledge that I have read and understood the Winebrenner Theological Seminary catalog and agree to abide by the policies contained within.

Signed _____

Date _____

Please complete and remove this page, and submit it to your IS 510 instructor.

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