



WINEBRENNER

THEOLOGICAL SEMINARY



Graduate Catalog

Effective Fall 2013

"Winebrenner Theological Seminary serves God's mission of reconciliation in changing the world by preparing servants of the Lord Jesus Christ to lead the Church."

Winebrenner Theological Seminary
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Message from our President, Dr. David E. Draper



Welcome!

Discovering God's call is an exciting dimension of one's spiritual journey. This catalog is a road map to explore theological education at Winebrenner Theological Seminary. Each seminary has an ethos that permeates its curriculum and atmosphere. At WTS, there are several themes that emerge: spiritual formation in Christ, a solid scriptural foundation, and a generous evangelical community that nurtures the preparation of women and men from diverse backgrounds. Contact our admissions department at: admissions@winebrenner.edu, or even better, visit our campus to see what God's up to at WTS!

Utilizing this Catalog

This catalog contains a comprehensive listing of administrative and academic guidelines effective fall 2013. 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 13-week trimesters, including one Theological Summit at the beginning of each trimester. 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.

Following the catalog section as Appendix A is the Student Handbook. The catalog contains information regarding programs and procedures that primarily relates to the matriculation process. The handbook section addresses policies and practices of enrolled students.



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BOARD OF TRUSTEES

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Pastor, Gethsemane Christian Discipleship Church

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Retired CGGC Pastor

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Pediatrician

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Businessman

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Pastor, Kingwood Church of God

Pastor Edward L. Rosenberry, Findlay, Ohio
Executive Director, Churches of God, General Conference

Pastor George M. Showers, Alma, Michigan
Pastor, Seville Church of God; Educator

Pastor Paul D. Walters, Farmington, Missouri
Retired CGGC Pastor and Conference Administrator

Trustees Emeriti:

Mr. Foster M. Berkheimer, Mechanicsburg, Pennsylvania
Retired Businessman

Pastor W. Stanley Darrah, Chambersburg, Pennsylvania
Retired Pastor

Dr. C. Darrell Prichard, Findlay, Ohio
Retired CGGC Pastor and Conference Administrator

Pastor George Reser, Palm Bay, Florida
Retired Pastor

Dr. George M. Whitson, Findlay, Ohio
Businessman

Honorary Trustees:

Dr. Kenneth E. Boldosser, Owens Cross Roads, Alabama
Retired CGGC Pastor and Conference Executive

Dr. A. Gail Dunn, Harrisburg, Pennsylvania
Retired CGGC Pastor and Conference Executive

Effective 6/2013

Administration and Staff

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 Phone: 419-434-4200
 Toll Free: 800-992-4WTS (4987)
 Fax: 419-434-4267
 Web site: www.winebrenner.edu
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President's Council

President..... David E. Draper
 Executive Assistant to the President, Financial Aid Coordinator, and
 Human Resources CoordinatorMarilynn Dunn
 Vice President of Academic Advancement and Academic Dean Joel Cocklin
 Vice President of Institutional Advancement and Director of
 Master of Arts in Clinical Counseling (*program in development*)..... James Allen
 Vice President of Pennsylvania Initiative and Director of Scotland Campus David Newell

Staff

Academic Advancement Coordinator..... Ruth Whitaker
 Administrative Assistant to VP of Institutional Advancement.....Lisa Cross
 Assistant Academic Dean and Director of Assessment..... Kathryn Helleman
 Assistant to the Finance Director Jennie Cobb
 Computer Support Staff UF Tech Support
 Coordinator of Admissions, Marketing, and Church Relations..... Jim Wilder
 Director of Advancement..... Dennis Koontz
 Director of WTS Library Collection..... Margaret Hirschy
 Finance Director..... Jim Thomas
 Institutional Advancement Administrative Assistant Cheryl Leppert
 Regional Representatives Randy Davis
 Scott Estep
 Regional Representative and Prayer Coordinator..... Kim Bookmyer
 Registrar Shari Brandeberry
 Research Project Coordinator for Doctor of Ministry Linda Davison
 Student Support Coordinator Jeannine Grimm

Volunteers

Seminary Chaplain..... Phyllis Miller
 Clerical Assistants..... Sandy Hissong
 Herb Ragland
 Student Spouse Coordinator Kay Cocklin

FACULTY



Dr. Joel W. Cocklin

Vice President of Academic Advancement

Academic Dean

Assistant Professor of Christian Leadership

Director of Master of Arts in Practical Theology

Findlay College, B.A., 1969;

Winebrenner Theological Seminary, M.Div., 1972; D.Min., 2013

The Lutheran Theological Seminary, S.T.M., 1982, post-graduate studies;

Kansas State University, M.S., 1990;

U.S. Army War College, M.S.S., 2004;

Winebrenner Theological Seminary (2009).



Dr. Jim Davison

Part-Time Instructor in New Testament Studies

Freed-Hardeman, B.A., 1976;

Winebrenner Theological Seminary, M.A.(T.S.), 2004; D.Min, 2013;

Winebrenner Theological Seminary (2003).



Dr. John Dennis

Assistant Professor of New Testament

Southeastern University, B.A., 1986;

Gordon-Conwell Theological Seminary, M.Div., 1991;

Boston University School of Theology, S.T.M., 1994;

Katholieke Universiteit Leuven, M.Th., 1997, Ph.D., 2003;

Winebrenner Theological Seminary (2013).



Dr. Gwen Ebner

Professor of Christian Ministries

Director of Master of Arts in Family Ministry

Warner Southern College, B.A., 1982;

Olivet Nazarene University, M.A., 1995;

Capella University, Ph.D., 2004;

Winebrenner Theological Seminary (2000).



Dr. C. George Fry

Distinguished Professor of Church History and Biblical Studies Emeritus

Capital University, B.A., 1958, B.D., 1962, M.Div., 1977;

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., 2002;

Winebrenner Theological Seminary (1999).



Kathryn Helleman

Assistant Academic Dean

Director of Assessment

University of Waterloo, B.A., 1990;

Winebrenner Theological Seminary, M.Div., 2006; post-graduate studies, 2011-present;

Winebrenner Theological Seminary (2008).



Dr. M. John Nissley

Professor of Spiritual Formation and Pastoral Theology

Director of Doctor of Ministry

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. 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. C. Gary Staats

Gale and Harriette Ritz Professor of Old Testament
 Southeastern Bible College, B.A., 1963;
 Dallas Theological Seminary, Th.M., 1967, Th.D., 1971;
 Dropsie College, M.A., 1983;
 New York University, Ph.D., 1989;
 Holy Trinity College and Seminary, D.S.Litt., 2012;
 Winebrenner Theological Seminary (1999).



Dr. James P. Sweeney

Associate Professor of Biblical and Theological Studies
Director of Master of Divinity
 Roberts Wesleyan College, B.A., 1989;
 Gordon-Conwell Theological Seminary, M.A., 1993;
 Trinity International University, Ph.D., 2000;
 Winebrenner Theological Seminary (2010).



Dr. Brandon G. Withrow

*Assistant Professor of the History of Christianity and Religious Studies
Director of Master of Arts (Theological Studies)*

Moody Bible Institute, B.A., 1996;
Trinity Evangelical Divinity School, M.A., 1999;
Westminster Theological Seminary, Ph.D., 2007;
Winebrenner Theological Seminary (2008).

Regular Adjunct Professors

Rodney Bistline, B.A., M.Div.
Dr. David Brown, B.A., M.A., D.W.S.
Dr. Don Dennison, B.A., M.A.T., M.Div., D.Min.
Jeannine Grimm, B.S., M.A.(T.S.), post-graduate studies
Marty Johnson, B.A., M.S., M.Div., post-graduate studies
Hugh McClintock, B.S., M.Div.
Dr. William Reist, B.A., M.Div., D.Min.
Edward Rosenberry, B.A., M.Div.
Twyla Stanifer, B.S., M.A., L.P.C.
Dr. Michael Walker, B.A., M.Div., D.Min.
David Welker, B.S., M.Div.

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.

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 Seminary'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 WTS, 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.

WTS VISION OF THEOLOGICAL EDUCATION

History

Winebrenner Theological Seminary (WTS) was established in 1942 as a graduate school of theology of Findlay College (renamed The University of Findlay in 1989). In 1961 Winebrenner received its charter from the State of Ohio to become an independent, degree-granting institution. Soon after, it moved from the Findlay College to Melrose Avenue in Findlay. Beginning as a denominational institution founded by the Churches of God, General Conference (CGGC), WTS now serves numerous protestant denominations, as well as a growing number of nondenominational faith communities. The “Melrose years” witnessed the expansion and diversification of curriculum, enrollment, faculty, and mission. The school also received full accreditation and attracted the attention of a diverse evangelical constituency from northwest Ohio and beyond. In 2003, the seminary relocated adjacent to The University of Findlay campus. It occupies a state-of-the-art facility and benefits from close collaboration and resource sharing with The University of Findlay, even as it maintains institutional independence.

Today, the seminary is vitally evangelical in theology and spirit, upholding much of the classical pietistic and revivalist fervor of its namesake, John Winebrenner, founder of the CGGC in Harrisburg, Pennsylvania in 1825. The distinctive Winebrenner tradition and character affirms the position of historic pietism—that the personal experience of regeneration is a divine act and the sole means by which alienated humankind is reconciled to God in Christ. As the name Churches of God suggests, the Winebrenner tradition also recognizes a unity that transcends denominational or sectarian boundaries, a unity expressed through “the right hand of fellowship, without exception” (quoting John Winebrenner) and grounded in the Trinitarian nature of God.

Winebrenner is a seminary shaped by evangelicalism (see *Evangelical Distinctives and Diversity*). It is a seminary distinctly shaped by the Churches of God, General Conference, and a seminary community continually being enriched by an ever-growing representation of the many traditions that compose the whole body of Christ. While the seminary is Arminian in theological persuasion, we are nonsectarian in our theological positions. Accordingly, the seminary community encourages administrators, faculty members, and students to recognize and respect different viewpoints regarding doctrines and practices without compromising fundamental historic tenets of Christianity.

Mission Statement

Winebrenner Theological Seminary serves God’s mission of reconciliation in changing the world by preparing servants of the Lord Jesus Christ to lead the Church.

Statement of Faith

In order that the seminary may set forth and be true to the basic teachings of 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

Preparing leaders to transform the world through Jesus Christ.

Evangelical Distinctives and Diversity

Recognizing the wide diversity of contemporary evangelicalism, Winebrenner Theological Seminary affirms those shared commitments that serve the mission of the triune God in the world today. Historically, evangelicals have proclaimed and embodied the "Good News" in terms of:

- a *commitment* to the supreme authority of the living and the written Word of God
- a *conversion* to sure trust and confidence in the saving work of Jesus Christ
- a *call* to discipleship empowered by the Holy Spirit
- a *community* of reconciling love toward God and neighbor

Evangelical expressions of the Gospel vary widely in their historical and cultural contexts, but are at their best when they reflect the scandal of the Cross, a concern for the whole human condition, and a cooperative, trans-denominational spirit of mission to the world. It is here that the seminary community—with students, faculty, administration, and staff drawn from numerous denominations—finds its unity in diversity.

Corresponding Values

Because Winebrenner Theological Seminary acknowledges the supremacy of our triune God, the uniqueness of our Lord Jesus Christ, and the authority of Scripture, we strive for excellence in the following values:

- Theological preparation and application for ministry
- Spiritual formation for individuals and communities
- Evangelism and discipleship
- Leadership development
- Community life among students, faculty, administration, and staff
- Broad evangelical unity

Philosophy of Education

The following four statements attempt to summarize the overall nature of the seminary program, especially in terms of curriculum and community life:

1. Theological education is *holistic*. Beyond mere competence as measured by the completion of a program of studies and activities, it fosters persons of deep spiritual commitments and maturity in all dimensions of life. Theological education prepares servants of the Lord Jesus Christ to lead the Church in communal, individual, and cultural transformation. Such preparation involves thorough and integrative study and reflection respecting the various theological disciplines. It forms and informs the process of developing Christian wisdom and wholeness.
2. Theological education is *formational*. It shapes character and understanding, emphasizing development and integration of academic content and applied skills. Theological education is best understood as faith-seeking-understanding (and application) via a community learning environment. It promotes formation of an organized, integrative, and thoroughly biblical-theological view of life. Students will be persons empowered by the Holy Spirit who (a) express God's calling on their lives, (b) operate from a biblical and theological basis, (c) seek to love God with their intellects, (d) employ wisely the practical skills gained, and (e) know, be, and do in the context of community, all with respect to participating in the triune God's mission of reconciliation.
3. Theological education is *practical*. Students develop skills for serving God, the Church, and the world. Theological education takes seriously the call to incarnational and missional work in various contexts, understanding ministering as a normative Christian response to the grace of God. It culminates in wise and skillful application of learning.
4. Theological education is *continual*. Students typically become lifelong learners. They develop the skills of inquiry, a basic foundation of knowledge, and the ability to explore and evaluate continually new knowledge and understanding as followers of the master teacher, Jesus Christ.

Comprehensive Assessment Plan

Assessment at WTS is guided by the institutional mission statement. Assessment is considered using the curriculum-wide student learning outcomes (C-WSLOs) of practicing generosity (knowing), seeking wholeness (being), and living missionally (doing).

The Comprehensive Assessment Plan (CAP) is implemented by SAFE (Sub-Committee of Assessment for Excellence). This committee, composed of representatives from administration, faculty, and staff, directs the assessment of goals and outcomes for all programs and has oversight of faculty assessment. The committee is also responsible for regular communications to the President's Council, faculty, and Student Services team and is the steering committee for the self-study process.

The C-WSLOs are intended to foster vital qualities of knowing, being, and doing in all participants in WTS graduate degree programs. Specific program-level outcomes and course-level goals stem from and correspond to the following three C-WSLOs that serve as assessment markers for the seminary's CAP:

As followers of Jesus Christ and servant leaders of the church, we are called to:

➤ *Knowing—Practice* **GENEROSITY**

We express an evangelical theology that is gracious in spirit, respectful in dialogue, far-reaching in scope and centered in the cross. By growing in the knowledge of the Lord in both breadth and depth—through a faith-seeking-understanding approach—we serve God's plan for theological veracity and generosity: confessing evangelical orthodoxy and catholicity, trusting in the triune God's self-revelation and atoning sacrifice in Jesus Christ; recognizing human knowledge limitations; exuding a gracious heart and attitude regarding peripheral doctrines and interpretations; and dialoguing in humble, respectful, and non-coercive ways with all people.

➤ *Being—Seek* **WHOLENESS**

We embrace holistic formation by integrating a biblical worldview into all areas of life. By aspiring to be whole in all dimensions of reality – in accordance with the scriptural metanarrative – we serve God's plan for personal and communal fullness: fusing faith, learning, calling, and praxis; developing self-awareness, maturity, spirituality and wisdom; and embodying a Christian view of and for life.

➤ *Doing—Live* **MISSIONALLY**

We engage in God's mission of reconciliation and redemption as people of the kingdom, empowered by the Holy Spirit. By participating in the grand narrative of God's reign – living in service to the church and for the sake of the world – we serve God's plan for reconciling all things to himself through Jesus Christ our Lord: contextualizing and incarnating the good news in particular historical and cultural settings; exegeting shifting culture in light of the unchanging Word; guiding and discipling others through Christ-centered witness and leadership; and engaging in lifelong learning as co-laborers in God's kingdom and mission.

Globalization of Theological Education

Winebrenner Theological Seminary is committed to globalization in theological education. As such, we affirm a commitment to:

- Join with Christians everywhere in proclaiming the Gospel of Jesus Christ to the whole world.
- Understand and appreciate Christians of other cultures.
- Analyze global issues such as economic development, social justice, and human rights in light of the teachings of Scripture and various Christian traditions.
- Implement these goals in an intentional manner in the life of the seminary community.

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.

Findlay is located 45 miles south of Toledo, Ohio, just off exit 159 of Interstate 75. 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.

Winebrenner also has an extension campus in Pennsylvania, located near Chambersburg, referred to as the Scotland Campus. Facilities are being developed to accommodate academic programs in keeping with the occasional site designation of our professional accrediting body.

Campus

Winebrenner’s campuses provide excellent settings for a person-oriented seminary education. Facilities at the Findlay campus include: classrooms, a lounge and fellowship area, faculty offices, offices for administrative staff, and a 750-seat auditorium. The University of Findlay (UF) is affiliated with the same denomination as the seminary, and is located adjacent to the seminary. UF campus services are available to Winebrenner students (see Handbook, section III). Collaboration between the two institutions provides many benefits to Winebrenner students including a variety of musical, cultural, educational, and recreational experiences.

Security Information

Security on the Findlay campus is provided by UF Campus Security. The *Annual Campus Crime Security Report* is distributed during each fall trimester. For additional information or to receive a copy of this report, please contact the business office.

Library

Shafer Library provides Winebrenner Theological Seminary campuses and The University of Findlay with services that promote the learning and research activities of students and faculty through print and online resources. Ohio users with an active ID may borrow materials from a pool of over 49 million items owned by OhioLINK institutional libraries, and use the extensive non-circulating reference materials. All users may search the electronic research databases which include a variety of full-text resources. Further information may be found on the seminary’s website: www.winebrenner.edu/currentstudents/library.

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 frequently serve to offer greater depth than can be given to a subject in the classroom. Continuing education seminars, scheduled one per semester, are half-day or evening events that have minimal registration fees. The annual Ritz Lecture is a one-day event which brings a distinguished scholar to the seminary to speak on their area of expertise. The Ritz Lecture series was initiated in 1963 by WTS alumni/ae and friends, in honor of Dr. Gale Ritz, the late professor of Old Testament and president emeritus. All continuing education events grant CEU (continuing education

unit) credits using standard Carnegie hours (10 contact hours = 1 CEU). Notification of upcoming continuing education events is through the WTS website and various mailings.

Affiliations and Accreditations

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 Family Ministry, Master of Arts in Practical Theology, Master of Arts (Theological Studies), Master of Arts in Clinical Counseling, and Doctor of Ministry. Winebrenner is approved for a Comprehensive Distance Education Program. The Commission contact information is:

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

Winebrenner Theological Seminary is also accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, to offer the following degree programs: Master of Divinity, Master of Arts in Family Ministry, Master of Arts in Practical Theology, Master of Arts (Theological Studies), and Doctor of Ministry. Contact information is:

Higher Learning Commission
North Central Association of Colleges and Schools
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1413
Telephone: 800-621-7440
Website: www.webmaster@hlcommission.org

The seminary is a member of the National Association of Evangelicals, the Evangelical Council for Financial Accountability, and the Council for Higher Education Accreditation.

Winebrenner is chartered by the State of Ohio and has received a Certificate of Authorization from the Ohio Board of Regents. Additionally, Winebrenner is approved as an Educational Enterprise in the Commonwealth of Pennsylvania. Winebrenner is recognized by the Veterans Administration and is authorized under federal law to enroll international students.

GENERAL ACADEMIC POLICIES FOR DEGREE PROGRAMS

Doctor of Ministry (D.Min.)

Master of Divinity (M.Div.)

Master of Art (Theological Studies) (MA[TS])

Master of Arts in Family Ministry (MAFM)

Master of Arts in Practical Theology (MAPT)

Master of Arts in Clinical Counseling (MACC—*preliminary approval pending*)

Admission Policy

Winebrenner Theological Seminary's admission policy does not permit discrimination on the basis of race, national or ethnic origin, gender, or denominational affiliation.

Application to the seminary implies a strong interest in a ministry-related vocation and/or occupation. The educational objective of all students is the same: the acquiring of knowledge and skills needed for effective work in Christian service.

Admission to the seminary is by approval of its admissions committee upon receipt of a completed application form, application fee, and transcripts. Applicants may complete their application online via the WTS website. The admissions office will send applicants written notice of acceptance to or rejection from the seminary.

Any student interrupting his or her program at Winebrenner for two or more years 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, and application fee. Students being readmitted to the program will need to fulfill the requirements of the WTS catalog in effect when they are readmitted.

Admission Requirements

An accredited Bachelor of Arts or Science degree or its equivalency in hours and scope of curriculum is required for admission. If severe limitations in the student's background are noted by the admissions committee, the individual will be required to take additional courses at the undergraduate level before being fully admitted to the program. Depending upon 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 who have successfully completed an introductory Greek or Hebrew Grammar course at another seminary or undergraduate school may take a proficiency exam to waive NT 521 Greek Grammar or OT 606 Hebrew Grammar. The exam must be taken prior to the beginning of the fall trimester.

A WTS graduate holding an M.Div. degree who desires to pursue an MA(TS), MAFM, or MAPT will receive no more than 30 hours toward the completion of a the MA degree program. A WTS graduate who has received an MA(TS), MAFM, or MAPT (formerly called MACD) may receive up to 60 hours toward the completion of an M.Div. if he or she relinquishes the MA(TS), MAFM, or MAPT degree. A curriculum plan is completed by the registrar to delineate the requirements for completing the second degree program.

A WTS graduate who has an MA(TS), MAFM, or MAPT, and wants to add an M.Div. must take at least an additional two-years (60 hours) to receive the M.Div. WTS graduates who have an MA(TS), MAFM, or MAPT and desire to complete a second MA may receive up to 30 credits toward the completion of the second MA.

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. All transfer students are required to complete an interview with the registrar to review the student's curriculum plan. However, one full academic year of coursework (30 hours) is required at WTS to receive a master's degree.

Students who have completed a degree(s) or course work 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 programs 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 will be given for courses taken previously at an undergraduate level according to the standards of advanced placement as currently defined by accreditation standards.

Additional Admission Options

Admission without Baccalaureate Degree

The seminary occasionally registers for classes in its graduate programs students who have not completed an undergraduate degree. As many as 15% of the students in professional degree programs (M.Div., MAFM, or MAPT) may be admitted without a baccalaureate degree. This exception is limited to persons who give evidence that they will satisfactorily complete the academic requirements for the degree, as evidenced by successful completion of college-level courses in each of the following six areas: English composition, speech, history, critical thinking, psychology or sociology, and computer competency. Such applicants will complete a bachelor's equivalency checklist to provide data for review by the registrar, and are required to complete an interview with the registrar to evaluate the student's readiness for graduate theological education. 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.

Admission with Unaccredited Baccalaureate Degrees and D.Min. Admission without M.Div. Degree

Applicants with an unaccredited baccalaureate degree who are applying for a master's degree program will complete a bachelor's equivalency checklist to provide data for review by the registrar. Such applicants will be required to complete an academic evaluation interview with the registrar to review the material on their official transcripts, and may be admitted under the 15% Exemption Status.

Applicants without a Master of Divinity degree applying for the Doctor of Ministry degree program 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.

Conditional Status

At the discretion of the admissions staff, 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 2.5 may be accepted on probationary status, as explained below.)

Visiting Student

A person wishing to study at WTS 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 WTS will be acceptable at his or her current institution.

Probationary Status

Persons applying to a master's degree program with an undergraduate GPA lower than 2.5 will be required to meet with the registrar prior to the admissions committee's decision of whether or not to admit the applicant. Persons who are admitted will be automatically placed on probation. This status will be removed after the student completes 20 hours of study with a cumulative GPA of 2.5 or higher.

International Students

The seminary welcomes inquiries from international students who wish to pursue a degree program at WTS. Experience and tradition indicates that international students can achieve their educational goals during their enrollment at WTS. The following guidelines are a basic list of requirements:

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. Prospective students may need to submit a catalog of the school from which they received their degree.
2. Applicants must complete the WTS application process.
3. Applicants whose native language is not English will be required to submit Test of English as a Foreign Language (TOEFL) scores. A minimum TOEFL score of 550 on the paper test, 213 on the computer test, or 80 on the Internet-based test is required, and proof of the score must be submitted to the admissions office.
4. 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 \$24,000 per year, during their enrollment at WTS. Proof is required by the U.S. Government in order to ensure that during the student's stay in the U.S. he or she will be able to live and have their minimum needs met. WTS calculates yearly the funds required for financial support. A Statement

of Financial Support (available from the admissions office), signed by both the applicant and sponsor, and a bank statement from the applicant's bank or the sponsor's bank must be submitted.

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. WTS will issue an I-20 form to the student upon acceptance to the seminary, which will enable the student to apply for an F-1 Visa at their local American Embassy. During their stay in the United States, students must abide by the provisions of their visa status.
7. Four half-tuition scholarships are available for international students in all graduate level programs. Upon successful admission to WTS, a scholarship, if available at that time, 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 WTS may not exceed more than 50% of the tuition rate in order to be eligible. Students must maintain a GPA of 2.5 to remain eligible for the scholarship. Students dropping below a 2.5 will be placed on academic probation and 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 to receive the scholarship; denied appeals will result in the loss of the scholarship for succeeding terms.
8. Upon arrival at WTS, 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 WTS.

Policy updated March 8, 2012

Technology Standards

Students are expected to have access to a computer while in seminary, and will be required to have access to high-speed Internet (no dial-up) for online courses.

Current students are permitted to connect their own computer to the campus-wide network, provided they have completed the necessary paperwork 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 log-in to the UFNet system, they will be presented with a UFNet Account Agreement. All student usage of the internet on campus is guided by this agreement. A copy may be viewed at <http://www.findlay.edu/offices/informationtechnology/Pages/UFnet-Account-Agreement.aspx>.

For wired connectivity, the student's computer must have an Ethernet network interface card (NIC) and network cable (Ethernet). For wireless connectivity, the student's computer must have a wireless network card (802.11 b/g/n).

The following are the recommended configurations for both Windows-based and Macintosh personal computers, in order to successfully connect to the UF network.

Recommended Configurations for Windows-Based Personal Computers:

- Intel i5 Processor or AMD equivalent
- 4 GB RAM
- Wired Ethernet adapter
- Ethernet Cable (7' length)
- Windows 7
- Wireless 802.11b/g/n compatible (optional)

Recommended Configurations for Macintosh Personal Computers:

- Intel i5 Processor
- 4 GB RAM
- Wired Ethernet adapter
- Ethernet Cable (7' length)
- Mac OS System 10.7
- Wireless 802.11b/g/n compatible (optional)

Users are required to have up-to-date anti-virus software, anti-spyware software, current operating system security patches, and the UF Security Notification software.

Except for the operating system software mentioned in the configurations above, there is no required application software. The University of Findlay suggests students acquire the Microsoft software through their [Microsoft Campus Agreement](#) at a greatly reduced cost. This software may be purchased at The University Bookstore during normal hours.

See Handbook section I.A.6. for more information regarding computer use at Winebrenner.

Effective 7/2012

Credit Hour Definition

WTS awards one credit hour for twelve (12) hours of actual class engagement and an additional twenty-four (24) hours of student work outside of the classroom setting which may include but are 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. *Revised 2012*

Delivery System

WTS 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 of approximately five weeks (occurring in August, December, and April).

- **Three Credit Hour 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.
- **Hybrid Courses (including IS series)** 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 study. Each hybrid course will demonstrate equivalence to the per credit hour work load 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.
- **Three Credit 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 of the classroom setting is anticipated in an online course per week.
- **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 work load equivalent to 24 classroom contact hours and 48 student work hours.

Revised 2013

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 student receive a grade or credit. To enroll as an auditor, students must submit an application. A bachelor's degree may not be required. The seminary reserves the right to limit the number of auditors in any course, or to close some courses to auditors.

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 achievement of the course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
- B** Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
- C** Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
- D** Minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
- F** Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

Students registered for credit will be required to fulfill all requirements of the course syllabus and earn the equivalent grade of **C-** in order to pass the course and receive credit. A course in which a **D** or 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 (**D** or **F**) is received must be repeated. Elective courses do not need to be repeated if a failing grade is received. Any student who receives a **D** or **F** in the same course twice must receive permission from the faculty to take the course a third time.

Grading Scale

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

Plusses and minuses are regularly assigned. The student's grade point average 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 (**D** or **F**) was received. After the course is successfully completed, only the passing grade will be utilized in calculating the student's GPA. The course which was repeated will be converted to "R" and will not be included in the calculation of the student's GPA.

Academic Probation and Dismissal

Students whose cumulative grade point average falls below 2.5 will immediately be placed on academic probation and informed of such action by the academic dean once grades are posted. Students placed on academic probation are ineligible for seminary or federal aid. Students whose cumulative grade point average falls 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 vote of the full faculty is needed for readmission.

Registration for Courses

Students are expected to register for courses online via WebConnect during the official registration period of the seminary. The registrar emails 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 dates 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 adjustment of the student's academic schedule must be approved by the registrar. Courses may not be added after the first class session. 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 registrar before the second class session meets. 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 action of the faculty. (Such exceptions will be made only under 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. See the Financial Information section of this catalog and its statement regarding refund of tuition and fees for further details.

Exit Interview

Students who for any reason consider withdrawing from Winebrenner need to schedule an appointment with the academic dean. Following the meeting, formal withdrawal procedures are 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' name, 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.

FINANCIAL INFORMATION

Tuition and Fees

The cost of theological education by Winebrenner Theological Seminary is borne in large measure (over 50%) by direct support of the Churches of God, General Conference, gifts from individuals, income from endowments, and tuition paid by students. The seminary expects students to assume a responsible portion of the cost for their professional theological education.

Tuition

The tuition rate varies according to the program. Contact the Admissions Office at 1-800-992-4987 for more information. The tuition rate normally changes each academic year, with one notable exception: military servicepersons called to active duty during their enrollment at WTS will, upon their return to WTS, be charged the same tuition rate they were paying prior to deployment, until he or she completes their program.

Mandatory Fees

- Application fee (non-refundable), \$30
- Assessment fee for entering students CM 581 and CM 786, \$60
- Audit fees, \$150/course
- Course replacement fee, \$75/course
- Change of course status fee, \$30
- Drop fee (per course after 1st session), \$30 (Theological Summit courses dropped after attending the event will result in an audit fee being charged)
- General service fee/term, \$90
- Graduation fee, \$130
- Late registration fee/term, \$50
- No show fee/course, \$50
- Student services fee/term, \$25
- Transcript fee, \$6

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, which allows a minimum payment of 25% 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 each term. Unpaid accounts will accrue a 0.5% monthly finance charge. 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 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 registrar at any time although a copy will not be issued (see Student Handbook, II.E.), 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.

Students with Federal Direct Loans who do not return to Winebrenner for any reason (including graduation) must do exit counseling online, found at <http://www.winebrenner.edu/?id=93>. Students will not receive grades, diplomas, transcripts, or recommendations until the exit interview process is complete.

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

Refunds will be granted on the following scale, if the student follows the withdrawal procedure. The following information is also available on the WTS website:

Twelve-Week Courses:

Withdrawal **before** session three – 85%

Withdrawal **before** session four – 70%

Withdrawal **before** session five – 55%

Withdrawal after session five – no refund

Any withdrawal from class *after* 1st session will cause a \$30 drop fee.

All changes in registration and adjustment of the student's academic schedule must be made through WebConnect. Courses dropped after the first session will be recorded as *withdrew passing (WP)* or *withdrew failing (WF)*. Courses dropped after the fifth session will be automatically recorded as *F*, which can be commuted to *WP* or *WF* only by action of the faculty.

One-Week Intensives:

Withdrawal **before** day two – 80%

Withdrawal **before** day three – 60%

Withdrawal after day three – no refund

Any withdrawal from class *after* 1st day will cause a \$30 drop fee.

All changes in registration and adjustment of the student's academic schedule must be made through WebConnect. Courses dropped after the first day will be recorded as *withdrew passing (WP)* or *withdrew failing (WF)*. Courses dropped after the third day will be automatically recorded as *F*, which can be commuted to *WP* or *WF* only by action of the faculty.

Other Formats:

Withdrawal with 25% of course sessions complete – 85%

Withdrawal with 33% of course sessions complete – 70%

Withdrawal with less than 50% of course sessions complete – 55%

Withdrawal with more than 50% of course sessions complete – no refund

Any withdrawal from class *after* 1st session will cause a \$30 drop fee.

All changes in registration and adjustment of the student's academic schedule must be made through WebConnect. Courses dropped after the first session will be recorded as *withdrew passing (WP)* or *withdrew failing (WF)*. Courses dropped after the half-way point will be automatically recorded as *F*, which can be commuted to *WP* or *WF* only by action of the faculty.

IS 550 Theological Summit and IS 510 Foundations in Theological Studies Courses:

Students who participate in these courses, and subsequently drop the course without submitting the assigned reflection paper will have their status in the course changed to audit. A \$30 Change of Status Fee will be assessed and the student will be charged tuition appropriate for one credit hour of audit.

Correspondence, Independent Research and Directed Study Courses:

15% reduction in refund per week or day. After week or day four – no refund. Any withdrawal after week or day one will cause a \$30 drop fee.

Return of Title IV Funds

Title IV funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of Title IV funds that the student was originally scheduled to receive.

If a recipient of Title IV loan funds withdraws from a school after beginning attendance, the amount of Title IV loan assistance earned by the student must be determined. If the amount disbursed to the student is greater than the amount the student earned, the unearned funds must be returned.

A student is considered to have withdrawn from a payment period or period of enrollment if the student does not complete all the days in the payment period or period of enrollment that the student was scheduled to complete.

The date of the institution's determination that the student withdrew varies depending on the type of withdrawal. For example, if a student begins the official withdrawal process or provides official notification to the school of his or her intent to withdraw, the date of the institution's determination that the student withdrew would be the date the student began the official withdrawal process, or the date of the student's notification, whichever is later. If a student did not begin the official withdrawal process or provide notification of his or her intent to withdraw, the date of the institution's determination that the student withdrew would be the date that the school becomes aware that the student ceased attendance.

The withdrawal date is used to determine the point in time that the student is considered to have withdrawn so the percentage of the payment period or period of enrollment completed by the student can be determined. The percentage of Title IV aid earned is equal to the percentage of the payment period or period of enrollment completed. If the day the student withdrew occurs when or before the student completed 60% of the payment period or period of enrollment, the percentage earned is equal to the percentage of the payment period or period of enrollment that was completed. If the day the student withdrew occurs after the student has completed more than 60% of the payment period or period of enrollment, the percentage earned is 100%.

Bad Debt Policy

When a person is no longer registered as a student, they will have three (3) 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 (2) 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 utilize 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.

The following aid options are available to all students who are fully accepted into a program at Winebrenner and are registered for at least six credit hours in the M.Div., MA(TS), and MAFM degree programs, and three credit hours per term in the MAPT degree program. Please note that in some cases a student's eligibility status can change during the school year or a trimester. Students placed on academic probation are ineligible for any type of financial assistance. All grants and loans will be applied to outstanding balances at the business office.

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.

WTS Grant-In-Aid

Winebrenner Seminary offers Grant-in-Aid that is awarded on the basis of financial need and requires no repayment. This aid is made possible through the generosity of donors to the seminary. The annual application deadline for continuing and returning students is July 1 for the upcoming academic year.

To apply for Grant-in-Aid, students must complete annually 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 (WTS' school code is G04060).

Contact the financial aid coordinator (financialaid@winebrenner.edu) for more information.

Federal Direct Loans

Unsubsidized loans are available to borrowers. However, students who are admitted without a bachelor's degree under the 15% Exemption Status must have at least three years of undergraduate coursework in order to qualify for such loans.

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 repaying the principal 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. (WTS' school code is G04060).

Contact the financial aid coordinator (financialaid@winebrenner.edu) for more information.

School Loan Counseling Policy

Winebrenner Theological Seminary (WTS) 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 counselor 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.

Financial Aid and Satisfactory Academic Progress

Students who desire to maintain eligibility for institutional and federal financial aid must achieve minimum standards as prescribed in the following FASAP policy. Each degree program has academic standards and curriculum designs that must be adhered to during enrollment in the seminary. WTS requires students to achieve satisfactory academic progress in order to remain enrolled in their specific degree program.

The seminary utilizes the following two standards to determine if students qualify each trimester for Federal Student Aid (FSA):

- **Qualitative Standard.** Students must maintain a minimum cumulative GPA of 2.5 or better in the master's degree programs. Student's GPA is calculated on coursework completed at WTS.
- **Quantitative Standard.** Students must satisfactorily complete 75% of all attempted coursework at WTS. 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 FASAP. Transfer credits will be included in this calculation.

The following section explains the evaluation intervals that are utilized in monitoring students' progress in achieving the FASAP standards. These intervals or time increments occur at the conclusion of each trimester.

Satisfactory Academic Progress Increments

WTS completes a FASAP evaluative review utilizing the two FASAP assessment measurements (qualitative and quantitative standards) at the conclusion of each trimester after all grades have been recorded. This allows the FASAP evaluative review to be completed before the beginning of the new trimester; therefore, this evaluation process occurs three times per year at Winebrenner.

Ineligible Status

All financial aid recipients who fail to meet the institutional FASAP markers will receive a financial aid suspension letter from the financial aid officer (FAO) along with information detailing the petition process regarding the student's not achieving the FASAP standards, meaning the student is no longer

eligible to receive FSA. The suspension of financial aid is in effect until the student satisfies the FASAP standards or a FASAP petition is approved.

Students may appeal a determination of FSA suspension within 30 days of receiving the suspension letter by writing a letter to the FAO explaining the mitigating circumstances. Circumstances that are considered valid include the following: a death in the family, an accident, illness, and other extenuating circumstances beyond the student's control. The financial aid committee will consider the student's petition, make a final determination of the student's situation, and notify the student in writing regarding their decision within 30 days of receiving the student's letter of petition.

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 office of the seminary registrar.

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 for previous academic work, and appropriate application fee. Alumni of Winebrenner who have not taken a class at WTS 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 Post-Graduate status (simply 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 on 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 the 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-Spouse Tuition Discount

If a husband and wife are both enrolled at WTS, they may take advantage of the seminary's Student-Spouse Tuition Discount, which allows the spouse to receive a 50% discount on tuition. The following restrictions apply:

- This offer is open to masters and doctoral students whose spouse is also enrolled in a masters or doctoral program.
- This offer is only available to students who pay full tuition (students attending WTS at a discounted rate will not be eligible. The only exception to this rule will be students from the CGGC who receive the CGGC discounted tuition rate).
- The 50% discount on tuition will be applied to the spouse taking the lower number of credit hours. For instance, Bob is a part-time student with six credit hours and his wife Sally enrolls as a full-time student with 10 credit hours. The 50% deduction would be applied to Bob's tuition rather than Sally's.
- This offer only applies while both individuals are enrolled as students. For example, if Bob graduates in August, Sally will only be able to take advantage of the discount up to Bob's last trimester. Similarly, if Bob would sit out for one trimester, Sally would not be able to take advantage of the discount during that trimester.
- The student paying the full tuition rate may be eligible for WTS Grant-in-Aid while his/her spouse will not be eligible. If Bob is paying the full tuition rate and Sally is attending at the 50% discounted rate, only Bob would be eligible to apply for WTS Grant-in-Aid.
- If the student paying the full tuition rate withdraws from WTS resulting in a partial refund of his/her tuition, the spouse's tuition discount will be forfeited (resulting in a full tuition rate). For example, if Bob drops all his classes at WTS in the second week of the trimester, he will receive a partial refund of his tuition but Sally's discounted rate will be increased to the full tuition rate, retroactive to the beginning of the trimester (as if the discount did not exist for the term).

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 ministerial 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 or 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 that globally enhances the work of the Kingdom of God. The currency of the 21st Century is time; this becomes the primary challenge for students to experience the freedom in Christ's *kairos* kingdom time zone!"

--Dr. M. John Nissley

Program Outcomes for D.Min. Graduates

1. **Knowing:** The student will investigate and reflect on the critical challenges, issues, and opportunities of ministry.
2. **Being:** The student will manifest growth in achieving personal, spiritual, and professional goals.
3. **Doing:** The student will contribute new insights to the body of ministerial practice through quantitative and qualitative research during an intensive field research process.

Assessment Outcomes for D.Min. Students

1. **Knowing:** Advanced levels of biblical and theological seminar participation and projects are evaluated via direct observation by faculty in four biblical research seminars: *Students explore and examine with peers theological and ministry issues that integrate theory and praxis via student case studies.*
2. **Being:** 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 curriculum courses: *Students experience renewal as they integrate strategic and systemic transformational initiatives within their life and ministry.*
3. **Doing:** The capstone project consists of the student's research project report, which integrates the program curriculum by designing a practical ministry model based upon the research data. An oral and written summary of the research project is presented in a symposium during the student's final term. Supervision of the research project is provided by the research project team, research project coordinator, and D.Min. director. Evaluation is completed via direct observation by peers, faculty, and the research project team: *Students encourage and evaluate one another in cohorts as they complete a four-year research process that addresses a vital issue in their ministry context.*

Description

As a four-year, in-service degree, the WTS Doctor of Ministry degree program affords students the opportunity to complete the program while remaining in full-time ministry. The program consists of 32 credit hours composed of seminar content, personal and professional development, and research and writing for the research project report. A distinctive feature of this D.Min. program begins with the initial seminar as the student designs a prospectus to guide his or her research project, instead of waiting until midway through the program to begin the research process. Intensive one-week seminars are held twice annually, in January and July, on the seminary's campus located in Findlay, Ohio.

The focus of a WTS doctoral candidate's research project is not constrained by a specific program track or other institutional parameters. The design and intent of this degree program is to provide an opportunity for students to be engaged in prolonged research for the duration of the four-year degree program. The research process is a unique feature of the WTS doctoral program that affords a venue for in-depth research, reflection, and review with feedback from peers, mentors, and professors in the student's specific area of research emphasis. The parameter for research emphasis is to be within the broad scope of kingdom ministry.

Components

1. Intensive Week Seminars

In January and July, students meet with professors and other students during two seminars of two credit hours each. The morning seminars emphasize theological issues that are based on biblical research. The afternoon seminars utilize cohorts to focus on the research process and the project report. 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 theological content seminars, plus eight research and writing seminars.

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 purpose of the research project is to provide students with an opportunity to study a particular ministry problem and provide an effective solution. Research projects can emerge out of such areas as 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 areas. The research project should demonstrate doctoral level work and display how the candidate's competence in ministry has been

strengthened or transformed. Research projects are completed under the direction of a project mentor, external reader, writing stylist, research project coordinator, and the D.Min. director.

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. Applicant 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. Applicant must have five years of ministry experience.
4. Applicant must be involved in a current ministry context and remain in ministry throughout the duration of his or her 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 non-refundable application fee of \$30.00.
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 750-1,000 word *Ministry Assessment Essay* (see below) and specifically answer how participation in the WTS 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 a telephone interview and/or campus visit.

Ministry Assessment Essay

The 750-1,000 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 solely represents 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.

Winebrenner 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 WTS equivalency, he or she will be admitted to the D.Min. program and given permission to begin work on the degree.

Probationary Admission

The Admissions Committee may, at times, admit an applicant on probation with a cumulative grade point average (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 Winebrenner D.Min. program will be permitted to transfer sixteen hours of D.Min. coursework from another ATS-accredited institution. Care should be taken to match up the other institution's courses with those of Winebrenner. To transfer credits, students must have earned a passing grade of "B" or higher and pay the Transfer Credit Fee. To request transfer credit, official transcripts must be received by the registrar before consideration for doctoral credit will be given. Transfer students need to complete at least sixteen hours at WTS. Transfer credits need to be approved by the academic dean.

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 twenty-five percent of the entire class membership.

Program Orientation

New doctoral students will meet with the D.Min. director, research project coordinator, student support coordinator, and director of library services during their initial DM 880 Project Research and Writing seminar. The purpose of these orientation and cohort sessions is to prepare the student to function effectively in the program and on the Winebrenner campus. This orientation will: (1) present the Winebrenner 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 Winebrenner 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 WTS website.

Duration of Degree Program

The D.Min. degree program is designed to be completed in four years. Some students may encounter travel and schedule restraints which require a condensed or expanded curriculum plan. For example, an international student may need to complete their curriculum plan at an accelerated pace, such as a three-year intensive study leave. Other students may need to extend their curriculum due to a ministry transition or constraints; the time frame may be extended up to two additional years. These students will, in consultation with the program director, design an alternate curriculum plan for approval by the academic dean. Plans extended beyond the four year program design will require the academic dean's approval of the program extension. Additional fees may be assessed as a result.

Requirements for Graduation

The seminary will confer the Doctor of Ministry degree on students who have met the requirements for graduation as outlined below, have been recommended by the faculty, and are approved by the WTS Board of Trustees.

To graduate, the doctoral candidate must:

- Satisfactorily complete 32 credit hours of doctoral work (16 credit hours in the intensive seminars and 16 credit hours in Project Research and Writing).
- Maintain a cumulative grade point average of 3.0.
- Be in good standing at Winebrenner Theological Seminary, according to the Academic Integrity section of the D.Min. Program Handbook, with all bills paid.
- Complete an acceptable and approved project report.
- Complete a *Request to Graduate* form that is sent by the registrar to the student in the year of their anticipated graduation.
- Complete the online *Graduating Student Questionnaire*.
- Submit a written summary of the research project and pass a symposium presentation administered by the Doctor of Ministry director.
- Be approved to graduate.
- Attend commencement exercises, unless otherwise excused by the academic dean.

Doctor of Ministry Curriculum Plan

Year	January [Fourth Week]	July [Second Week]
1	Core Seminar-am Project Research & Writing-pm	Biblical Research Seminar-am Project Research & Writing-pm
2	Core Seminar-am Project Research & Writing-pm	Biblical Research Seminar-am Project Research & Writing-pm
3	Core Seminar-am Project Research & Writing-pm	Biblical Research Seminar-am Project Research & Writing-pm
4	Core Seminar-am Project Research & Writing-pm	Biblical Research Seminar-am Project Research & Writing-pm

AM seminars meet Monday-Friday (8-noon)
PM seminars meet Monday-Thursday (1-5 pm)

Seminar Descriptions

The following seminars are the required portion of the D.Min. curriculum plan. Each seminar is designed as a two-credit intensive learning experience with pre- and post-seminar assignments, as well as some assignments during the seminar. D.Min. students complete eight Research and Writing seminars (DM 880.1-8), four program core seminars (DM 800, DM 820, DM 840, and DM 860), and four biblical research seminars to undergird the theological formation of the students and their research projects.

Four Core Curriculum Seminars

DM 800—Spiritual Formation (2 credit hours)

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.

DM 820—Theological Reflection (2 credit hours)

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.

DM 840—Formed in Christ for Community (2 credit hours)

Students demonstrate understanding of personal and group formation in spirit, soul, and body in relationship with Christ. They engage in formative experiences in the area of personal wholeness. Emphasis will be placed on a practical application to forming others in wholeness of life.

DM 860—Spiritual Leadership (2 credit hours)

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.

Four Biblical Research Seminars

Biblical Research (2 credit hours/seminar)

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.

Eight Research and Writing Seminars

DM 880.1-8—Project Research and Writing (2 credit hours/seminar)

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.

Independent Research Courses

DM 890, 891 Independent Research (2 credit hours)

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 registrar and academic dean.

Research Project

The D.Min. research project is the culminating 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 program 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 rubric.

Research Emphasis

D.Min. students engage in research that will utilize a focus on their current ministry context that may be one of the following broad categories, which have been utilized by previous D.Min. students: chaplaincy, church development, counseling, discipleship, education, leadership, multi-cultural ministry, pastoral ministry, spiritual formation, and worship. Students will explore and design creative approaches to issues that are experienced within their specific area of research. WTS has a distinctive approach in guiding students in a four-year research experience that provides a unified structure for all D.Min. students, yet affords diversity in research emphasis while engaging the students in cohorts for peer evaluation 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.

MASTER'S DEGREE PROGRAMS

Master of Divinity (M.Div.)

Master of Art (Theological Studies) (MA[TS])

Master of Arts in Family Ministry (MAFM)

Master of Arts in Practical Theology (MAPT)

Master of Arts in Clinical Counseling (MACC—*preliminary approval anticipated in 2013*)

These specific policies supplement the general academic policies for degree programs at WTS.

Delivery System

Winebrenner's unique delivery system provides maximum efficiency and consistency for students. Courses are scheduled so students may complete their program by attending classes all day on Tuesday or several evenings per week (Monday, Tuesday, and Thursday). Most courses meet in three hour blocks each week during the trimester. MAPT courses are available online or meet in a one-week intensive format; these courses are also available to students enrolled in other programs. All courses have 12 class sessions throughout the trimester, except one-week intensive courses or courses with retreats or field research experiences which require off-campus travel and class sessions in nearby cities.

Course Load

Full-time students take 10 credits a trimester; occasionally a student will take more than 10 credits in a given term. Students taking six-nine credits in a trimester are considered half-time for student loans and financial aid. A student taking five credits or less in a trimester is considered less-than-half-time. Exceptions to these standards are students enrolled in the MAPT degree program where a full-time load is six credits in the spring and summer terms, and four in the fall.

By registering for 10 hours in each trimester, a student can complete a 60-hour MATS or MAFM program in two years, or the 90-hour M.Div. in three years. The MAPT program is designed to be completed in four years. Class format (classroom, online, or one-week intensive) is based upon course content and curriculum status. Students will need to have flexibility in their schedule in order to attend one-day Theological Summits, class field trips, and retreats.

Time Limits for Completion of 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 WTS. Time limits for completion are listed in each program section under the sub-heading, "Description and Duration." Variation beyond the ten year time frame is only with approval by the academic dean and may require the assessment of additional fees.

Supervised Ministry

Supervised Ministry (SM) is an integral part of theological education, which gives students the opportunity to gain experience through placement in an approved setting with a qualified supervisor. It is the culminating, hands-on, year-long course where students learn to deal with a variety of demands and situations that are part of ministerial life by utilizing their skills and knowledge. The student is expected to demonstrate personal and professional growth and to think critically about ministry through both their placement and concurrent participation in case study reflection with peers.

During the SM experience, the student will work with both the course instructor and a field supervisor. Formal written evaluations by the field supervisor are prepared and submitted to the instructor on a regular basis during each of the three trimesters.

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

Special Study Opportunities

WTS 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 make a WTS education practical, challenging, holistic, and comprehensive.

Clinical Pastoral Education

Clinical Pastoral Education (CPE) is a multi-dimensional learning experience in settings approved by a professional chaplaincy certification association. The academic dean can supply current information on programs and application procedures. Students interested in CPE will register through a certified CPE training agency and transfer the credits to WTS. The seminary will grant up to three credits for a unit of CPE.

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 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, which is usually after completing 30 credits. 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 registrar, 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 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.

- Periodic personal consultations between the student and the instructor are held throughout the trimester. The amount and quality of academic work required must be equivalent to the credit hour policy requirements 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.
- It is understood that some courses are not suitable for directed study. All directed studies are at the discretion of the academic dean, registrar and the instructor (in consultation with the program director and/or department head).
- Students who have achieved a 2.5 GPA and above and who have successfully completed thirty (30) credit hours of course work are eligible for a directed study.
- Credit hours of directed study in a degree program may not exceed ten percent of the total credits required for graduation.
- Due to the unique nature of each directed study, registration cannot be completed using WebConnect. Students requiring a directed study format for a regularly scheduled course will utilize the following procedures:
 - Request a Directed Study Form from the registrar explaining the unusual circumstances requiring the directed study delivery format. The petitioning student may request a particular individual to serve as instructor. Both the student's and the professor's signatures must be on the request form.
 - If approved by the academic dean and registrar, the student may proceed with registering for the directed study course with the appropriate professor as assigned by the academic dean. Registration is completed by the return of the completed form to the registrar. The registrar will manually enroll the student on WebConnect.
 - The student meets with the professor who will serve as the instructor and evaluator of the directed study course.

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.

Revised 2012

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 ministry competence.

Program Outcomes for M.Div. Graduates

1. **Knowing:** The student will demonstrate a comprehensive understanding of the four classic disciplines: Biblical Studies, Church History, Theology, and Pastoral Ministry.
2. **Being:** The student will demonstrate increasing competence in servant leadership lifestyle indicating enhanced ability to serve the church in diverse contexts and in multiple ways.
3. **Doing:** The student 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.

Assessment Outcomes for M.Div. Students

1. **Knowing:** The student will write and articulate a coherent faith statement that represents the student's best work in biblical studies, theology, and church history with direct observation and evaluation by faculty.
2. **Being:** The student will achieve growth in personal and ministerial goals as identified in the Ministerial Person course and evaluated in the middler review process (upon completion of 30 credit hours) and Supervised Ministry experience (during the senior year), with direct observation and evaluation by faculty and ministry supervision committee members.
3. **Doing:** The student will successfully complete the capstone project consisting of a written and oral presentation that integrates the program curriculum in an Ethics Symposium with direct observation by faculty and a symposium focus group.

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 a 90 credit hour program, which is designed for completion in three years of full-time study or in four or more years of part-time study. In addition to the standard core curriculum of 81 credit hours, students can pursue ministry-related interests by selecting an additional nine credit hours of electives in keeping with one's ministry goals or can, alternatively, choose to focus on a chaplaincy concentration as preparation for serving as a chaplain in differing contexts.

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

- Theological Summits, one-day, one credit resource events which are held each trimester, provide the opportunity to develop relationships, theological insights, and an enriched worldview for personal and professional development.
- 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 by coming to campus one day a week (Tuesdays), or on Tuesday and Thursday evenings for class sessions. Family Ministry courses, which may be taken as electives in the M.Div. program, are held on Monday evenings. One-week intensive and online courses occur periodically during the academic year.
- Supervised Ministry courses afford seniors an opportunity to hone ministry skills in his or her area of specific interest. Students are required to complete three trimesters (one academic year) of Supervised Ministry, which includes case reflection with a small cohort of peers. Students will complete one-year of supervised ministry rounds to increase their self-awareness, skill sets, and competence based on a healthy theological self-identity.

Students have three options to fulfill the requirement in Supervised Ministry:

1. Students may complete Clinical Pastoral Education (CPE) in an appropriate setting approved by the M.Div. director in an intensive ministry experience.
 2. Students preparing for a military chaplaincy may complete three summer chaplaincy practicums.
 3. Students preparing for ministry will focus their Supervised Ministry courses in their intended area of current or future service. This immersion experience will build confidence, insight, and vital experience in discovering and developing one's voice as an expression of their theological self-identity.
- A spiritual formation emphasis is integrated throughout the curriculum by faculty who seek to live their theology. The M.Div. program provides the opportunity for personal and professional transformation as leaders who serve the triune God and the church to change the world.

Curricula Details

The Master of Divinity program includes a core curriculum drawn from Biblical Studies, Church History, Theology, Christian Ministries, and Integrated Studies, and an additional nine credit hours of related electives or, alternatively, a chaplaincy concentration. One thereby receives broad preparation for Christian Ministry.

General theological education 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 (6 credit hours)

A Survey of the History of Christianity
 Church History Elective

Integrated Studies (9 credit hours)

Interpreting the Bible
 Foundations in Theological Studies (one credit)
 Five Theological Summits (one credit each)

Personal and Ministry Formation (27 credit hours)

The Ministerial Person
 Pastoral Care and Counseling
 Discipleship Ministries: Christian Formation
 Homiletics
 Christian Worship
 Christian Leadership
 Spiritual Formation
 Church History and Polity
 Supervised Ministry

Theological Studies (12 credit hours)

Worldviews, Perspectives, and Christianity
 Theology I
 Theology II
 Christian Ethics

Additional courses or chaplaincy concentration (9 credit hours):

Church in Mission and two electives of the student's choosing
 OR

Three of the following chaplaincy concentration courses:

- World Religions
- Christ and Culture
- Crisis Intervention for the Family
- Spiritual Direction
- Church in Mission

Class Standing

M.Div. students are classified as juniors until they have completed 30 credit hours, as middlers 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 90 credit hours in the program with a minimum cumulative 2.5 grade point average, have met the requirements for graduation, have been recommended by the faculty, and are approved by the Board of Trustees.

Suggested Course Sequence

Three-year full-time M.Div. schedule:

Year	Fall	Spring	Summer
1	IS 500 Interpreting the Bible OT 606 Hebrew Grammar CM 581 Ministerial Person IS 510 Foundations in Theological Studies	CH 540 A Survey of the History of Christianity OT 607 Hebrew Exegesis CM 583 Pastoral Care and Counseling IS 550 Theological Summit	OT 500 Old Testament Foundations TH 672 Worldviews, Perspectives, and Christianity CM 582 Church in Mission or Chaplaincy Core IS 550 Theological Summit
2	NT 521 Greek Grammar NT 520 New Testament Foundations CM 688 Spiritual Formation IS 550 Theological Summit	NT 522 Greek Exegesis NT 627 Studies in Paul CM 585 Discipleship Ministries: Christian Formation IS 550 Theological Summit	OT Elective CM 584 Homiletics CM 586 Christian Worship IS 550 Theological Summit
3	TH 560 Theology I NT Elective Elective or Chaplaincy Core [Begin Supervised Ministry]	TH 661 Theology II CH Elective CM 591 Christian Leadership [Continue Supervised Ministry]	IS 589 History and Polity* TH 664 Christian Ethics Elective or Chaplaincy Core CM 786 Supervised Ministry

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

Four-year extended M.Div. schedule:

Year	Fall	Spring	Summer
1	IS 500 Interpreting the Bible CM 581 Ministerial Person IS 510 Foundations in Theological Studies	CH 540 A Survey of the History of Christianity CM 583 Pastoral Care and Counseling IS 550 Theological Summit	OT 500 Old Testament Foundations TH 672 Worldviews, Perspectives, and Christianity IS 550 Theological Summit
2	OT 606 Hebrew Grammar CM 688 Spiritual Formation IS 550 Theological Summit	OT 607 Hebrew Exegesis CM 585 Discipleship Ministries: Christian Formation IS 550 Theological Summit	OT Elective CM 582 Church in Mission or Chaplaincy Core IS 550 Theological Summit
3	NT 520 New Testament Foundations NT 521 Greek Grammar Elective or Chaplaincy Core	NT 522 Greek Exegesis NT 627 Studies in Paul CH Elective	IS 589 History and Polity* CM 584 Homiletics CM 586 Christian Worship
4	TH 560 Theology I NT Elective [Begin Supervised Ministry]	TH 661 Theology II CM 591 Christian Leadership [Continue Supervised Ministry]	TH 664 Christian Ethics Elective or Chaplaincy Core CM 786 Supervised Ministry

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

MASTER OF ARTS (THEOLOGICAL STUDIES) (MA[TS])

Program Director: Dr. Brandon G. Withrow

Purpose

The Master of Arts (Theological Studies) is an academic degree program integrating faith and learning, and intended for persons who are (1) preparing for doctoral level study, (2) intending to teach religion at the secondary school level, (3) exploring vocational ministry options, or (4) seeking to enhance their theological foundation through a structured program of study. The MA(TS) is also appropriate for persons who are already ordained and seek further professional and personal enrichment. Students choose a program concentration in biblical studies, theological studies, the history of Christianity, or religious studies that compliments their interests and goals.

Program Outcomes for MA(TS) Graduates

1. **Knowing:** The student will integrate a basic understanding of the theological disciplines: biblical studies, theological studies, the history of Christianity, or religious studies.
2. **Being:** The student will relate theological study to the life of the church, academia, and to one's personal vocational choice in a way that embodies the virtues of self-reflection and charity.
3. **Doing:** The student will demonstrate mastery of one discipline and the academic skills needed for further advanced studies in this discipline.

Assessment Outcomes for MA(TS) Students

1. **Knowing:** The student will write and articulate a coherent faith statement that represents the student's best work in biblical studies, theology, Christian history, or religious studies with direct observation, and evaluation by faculty.
2. **Being:** The student will achieve growth in personal and professional goals as identified in The Ministerial Person course and evaluated in the middler review process (upon completion of 30 credit hours) and Supervised Ministry experience (during the senior year) with direct observation and evaluation by faculty and ministry supervision committee members.
3. **Doing:** The student will successfully complete the program capstone project under the direction of a thesis committee, by writing and orally defending a master's thesis that demonstrates a mastery of one's concentration and the ability to integrate all the theological disciplines.

Description and Duration

The MA(TS) is an academic degree program consisting of 60 credit hours that allows a student to engage a concentration that fits his or her interests and goals. The degree program can be completed in two years of full-time study or in three or more years of part-time study. The specific concentration of study will be determined in consultation with the director of the MA(TS). The capstone project for this program is a six-credit master's thesis. For additional information, see Master's Thesis Guidelines below.

Master's Thesis Guidelines

The master's thesis is an opportunity to demonstrate proficiency in scholarly research in the student's expressed area of concentration. A thesis is foundational preparation for those students desiring to go on for doctoral study, where a dissertation is required, or preparing for teaching ministries.

A master's thesis ranges from 75-150 pages (not including front and back matter) for six credit hours (see IS 790 and 791 Master's Thesis in the Master's Course Descriptions section). A thesis is normally not written until 40 hours of course work has been completed. The student will have a first and second reader, and will work closely with the first reader who serves as a thesis advisor and who must be a member of the regular faculty or an adjunct, throughout all stages of the thesis.

The first semester of thesis writing is preparing the proposal, which is a maximum of 15 pages and includes the following: (1) a preliminary bibliography (75-100 sources), demonstrating that the student is aware of the literature in the field and can complete the project; (2) a thesis statement, indicating in a narrowly defined chosen direction for research; (3) rationale for the thesis, including the need for more work in this field broadly and its relationship to one's personal goals; (4) methodology or approach for engaging research and writing of one's subject; and (5) languages known by the student and necessary for the writing and research of the thesis. The proposal is submitted for approval to the student's thesis advisor (first reader). After approval, the student may begin writing the thesis in regular consultation with his or her advisor.

The thesis should formulate and research a specific problem in the student's area of concentration, employing the major primary and secondary sources, and demonstrating the capacity to deal with the problem or area of research using appropriate research methodologies and techniques. The form and style guidelines found in the current 7th edition of Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers* (2007) and *A Supplement to Turabian* by Robert Bernard are to be followed for both the prospectus and thesis. Turabian's footnote format is the standard for thesis writing. Where Turabian is unclear concerning the format or style, the *SBL Handbook of Style* by the Society of Biblical Literature or *A Manual of Style* by the University of Chicago may be used. The student is expected to work closely with the thesis advisor and submit chapters or sections of chapters regularly.

The first draft of the thesis must be submitted 60 days prior to graduation. A thesis defense will be scheduled to take place within three weeks of submission. A defense is a formal, but congenial, meeting of the committee consisting of the thesis advisor and second reader, and which lasts around an hour. This provides an opportunity to discuss the content of the thesis and test the student's knowledge of the material. It provides an opportunity for everyone to consult on last minutes changes or concerns. Thesis defenses are open to community attendance.

The final draft is due one month prior to graduation, and the library-ready copy is to be submitted to the registrar one week prior to graduation for the recording of the completion of the thesis. The library copy is to be on at least 100% cotton content and include a signed approval sheet by the thesis advisor, the second reader, and/or the director of the MA(TS) degree program.

The thesis project must receive a grade of B or higher from the thesis advisor for approval to receive credit.

All proposals and theses will become part of the Shafer Library collection for public use. Further guidelines on thesis writing will be available from the director of the MA(TS) program and the student's thesis advisor. Graduation is only possible after all steps have been completed. Students requiring a program extension to complete the thesis will, in consultation with the program director, request such an extension from the academic dean. Additional fees may be assessed.

Curricula Details

The MA(TS) program includes one of four possible concentration options, and general education requirements found below.

General theological education courses required for all concentrations (42 credit hours):

Interpreting the Bible

Old Testament Foundations

New Testament Foundations

A Survey of the History of Christianity

Worldviews, Perspectives, and Christianity

Theology I

Theology II

The Ministerial Person

Spiritual Formation

Foundations in Theological Studies (one credit hour)

Five Theological Summits (one credit hour each)

Supervised Ministry

Master's Thesis (six credit hours)

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

Curricula concentrations (18 credit hours each):

MA(TS) with concentration in Biblical Studies

TH 664 Christian Ethics

TH 670 Introduction to Philosophy for Theological Studies

Language Grammar (Greek or Hebrew)

Language Exegesis (Greek or Hebrew)

One Elective in Old Testament

One Elective in New Testament

MA(TS) with concentration in Theological Studies

TH 664 Christian Ethics

TH 669 World Religions

TH 670 Introduction to Philosophy for Theological Studies

CH/TH 643 Theology in the Context of History

Two Electives in CH, TH, or Independent Research

MA(TS) with concentration in the History of Christianity

TH 669 World Religions

TH 670 Introduction to Philosophy for Theological Studies

CH 541 Special Topics in Ancient Christianity

CH 542 Medieval and Reformation Spiritualities

CH 543 Globalization of Modern Christianity

One Elective in CH, TH, or Independent Research

MA(TS) with concentration in Religious Studies

TH 669 World Religions

CH 600 Theories and Interpretation in Religion

CH 601 The Abrahamic Religions in Conversation

CH 602 Eastern Traditions and Christianity in Conversation

One Elective in CH

One Elective in OT, NT, TH, or Independent Research

Class Standing

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

Requirements for Graduation

The seminary will confer the Master of Arts (Theological Studies) degree on students who complete the 60 credit hours required in the program with a minimum cumulative 2.5 grade point average, have met the requirements for graduation, have been recommended by the faculty, and are approved by the Board of Trustees.



Winebrenner Seminary Graduation, August 2012

Suggested Course Sequence

Two-year full-time MA(TS) schedule:

Year	Fall	Spring	Summer
1	<p><i>IS 500 Interpreting the Bible</i> <i>CM 581 Ministerial Person</i> <i>IS 510 Foundations in Theological Studies</i></p> <p>AND BASED ON TRACK: <u>Biblical Studies</u>: Greek or Hebrew Grammar <u>Theological Studies</u>: NT 520 New Testament Foundations <u>History of Christianity</u>: NT 520 New Testament Foundations <u>Religious Studies</u>: NT 520 New Testament Foundations</p>	<p><i>CH 540 A Survey of the History of Christianity</i> <i>TH 670 Intro to Philosophy for Theological Studies OR (for Religious Studies Concentration) Elective</i> <i>IS 550 Theological Summit</i></p> <p>AND BASED ON TRACK: <u>Biblical Studies</u>: Greek or Hebrew Exegesis <u>Theological Studies</u>: CH/TH/ Indep. Research Elective <u>History of Christianity</u>: CH Elective <u>Religious Studies</u>: CH 600 Theories and Interpretation in Religion</p>	<p><i>TH 672 Worldviews, Perspectives, and Christianity</i> <i>OT 500 Old Testament Foundations</i> <i>IS 550 Theological Summit</i></p> <p>AND BASED ON TRACK: <u>Biblical Studies</u>: CH/TH/ Indep. Research Elective <u>Theological Studies</u>: Theology in the Context of History <u>History of Christianity</u>: CH Elective <u>Religious Studies</u>: CH 601 The Abrahamic Religions in Conversation*</p>
2	<p>TH 560 Theology I CM 688 Spiritual Formation IS 550 Theological Summit [Begin Supervised Ministry]</p> <p>AND BASED ON TRACK: <u>Biblical Studies</u>: NT 520 New Testament Foundations <u>Theological Studies</u>: TH 669 World Religions <u>History of Christianity</u>: TH 669 World Religions <u>Religious Studies</u>: TH 669 World Religions</p>	<p>TH 661 Theology II IS 790 Master's Thesis IS 550 Theological Summit [Continue Supervised Ministry]</p> <p>AND ALL TRACKS: Elective</p>	<p>IS 791 Master's Thesis IS 550 Theological Summit CM 786 Supervised Ministry</p> <p>AND BASED ON TRACK: <u>Biblical Studies</u>: TH 664 Christian Ethics <u>Theological Studies</u>: TH 664 Christian Ethics <u>History of Christianity</u>: CH Elective <u>Religious Studies</u>: CH 602 Eastern Traditions and Christianity in Conversation*</p>

*Course availability alternates years

To extend the program to three years, students should generally complete the italicized courses listed in year one first. For years two and three, students should consult with the registrar for a curriculum plan based on their concentration.

MASTER OF ARTS IN FAMILY MINISTRY (MAFM)

Emphasis in Formational Care and Counsel

Program Director: Dr. Gwen Ebner

Purpose

The Master of Arts in Family Ministry degree is designed to integrate Christian counseling and the spirituality of soul care. In the MAFM program, students are prepared for ministry by utilizing a holistic approach to personal wholeness (spiritual, emotional, social, and physical) as they interact honestly and personally with the biblical text. The program is designed to equip men and women for a variety of ministry opportunities: (1) pastoral counseling and chaplaincy ministry; (2) staff ministries-such as youth, children, adults, and small groups; (3) Christian ministry contexts; or (4) lay ministry. The MAFM is also appropriate for persons who are already ordained and seek further professional and personal enrichment.

Program Outcomes for MAFM Graduates

1. **Knowing:** The student will integrate a basic understanding of theology, Bible, Christian spirituality, and formational care.
2. **Being:** The student will manifest growth in personal wholeness, spiritual formation, and self-awareness.
3. **Doing:** The student will engage in God's mission of reconciliation by demonstrating ability for guiding individuals and families utilizing basic counseling and formational skills appropriate to ministry situations in today's culture.

Assessment Outcomes for MAFM Students

1. **Knowing:** The student will write and articulate a coherent faith statement that represents the student's best work in biblical studies, theology, and church history with direct observation and evaluation by faculty.
2. **Being:** The student will achieve growth in personal and ministerial goals as identified in the Ministerial Person course and evaluated in the middler review process (upon completion of 30 credit hours) and Supervised Ministry experience (during the senior year) with direct observation and evaluation by faculty and ministry supervision committee members and show indication of spiritual and personal growth in their capstone project.
3. **Doing:** The student will successfully complete the capstone project, which includes a portfolio of written papers of class projects and give a presentation during their last trimester which demonstrates they have integrated program outcomes into class projects.

Description and Duration

The MAFM is a 60 credit hour program that can be completed in two years of full-time study or in three or more years of part-time study. One of the most effective dimensions of any person in ministry is a healthy, holistic view of God, self, and others. This program provides training for students to increase their own spirituality and emotional well-being, as well as opportunities to increase care-giving skills necessary for biblically-based ministry.

Chaplaincy Ministry/Clinical Pastoral Education

Students interested in chaplaincy ministry may want to consider first exploring a course in Clinical Pastoral Education (CPE). Three credit hours may be granted by WTS for one intensive unit of CPE. For more information, review the course description for CM 783 Clinical Pastoral Education in the Master's Course Description section.

In December 2006, the chaplaincy certification associations convened a meeting to develop professional standards for candidates that require the completion of 72 graduate credit hours. An accrediting association will have some additional requirements in order to be certified. For example, some accrediting associations for chaplains require three or more years of ministry service, four units of CPE, and ministerial licensure, ordination, or commissioning by the candidate's church or denomination. To explore certification, contact the academic dean to develop a curriculum plan that would achieve the 72 credit hour requirement.

Curriculum Plan

During the past decade a transition in Christian ministry has occurred that is raising the awareness of the value and priority of holistic care and counseling in a Christian context. In response to this need and vision the MAFM program requires the completion of 60 credit hours that includes the following:

General theological education requirements (36 credit hours):

Old Testament Foundations
 New Testament Foundations
 A Survey of the History of Christianity
 A Survey of Christian Theology
 Worldviews, Perspectives, and Christianity
 Interpreting the Bible
 The Ministerial Person
 Discipleship Ministries
 Spiritual Formation
 Supervised Ministry
 Foundations in Theological Studies (one credit hour)
 Four Theological Summits (one credit hour each)
 MAFM Capstone Course (one credit hour)

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

MAFM requirements (24 credit hours):

Crisis Intervention in the Family
 Formational Prayer in Ministry
 Human Sexuality
 Family Foundations and Dynamics
 Marital Counseling
 Ministry with Children, Youth, and Their Families
 Pastoral Care and Counseling
 Spiritual Direction

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 Family Ministry degree on students who complete the 60 credit hours required in the program with a minimum cumulative 2.5 grade point average, have met the requirements for graduation, have been recommended by the faculty, and are approved by the Board of Trustees.

Suggested Course Sequence

Two-year full-time MAFM schedule:

Year	Fall	Spring	Summer
1	IS 500 Interpreting the Bible CM 581 Ministerial Person CM 599 Family Foundations and Dynamics* IS 510 Foundations in Theological Studies	CH 540 A Survey of the History of Christianity CM 687 Formational Prayer in Ministry* CM 583 Pastoral Care and Counseling IS 550 Theological Summit	TH 672 Worldviews, Perspectives, and Christianity OT 500 OT Foundations CM 596 Marital Counseling* IS 550 Theological Summit
2	NT 520 NT Foundations CM 688 Spiritual Formation CM 690 Ministry with Children, Youth, and Their Families* IS 550 Theological Summit [Begin Supervised Ministry]	CM 597 Crisis Intervention for the Family* CM 585 Discipleship Ministries: Christian Formation TH 500 A Survey of Christian Theology IS 550 Theological Summit [Continue Supervised Ministry]	CM 598 Human Sexuality* CM 689 Spiritual Direction CM 700 MAFM Capstone Course CM 786 Supervised Ministry

Three-year extended MAFM schedule:

Year	Fall	Spring	Summer
1	IS 500 Interpreting the Bible CM 581 Ministerial Person IS 510 Foundations in Theological Studies	CH 540 A Survey of the History of Christianity CM 583 Pastoral Care and Counseling IS 550 Theological Summit	TH 672 Worldviews, Perspectives, and Christianity CM 596 Marital Counseling* IS 550 Theological Summit
2	CM 688 Spiritual Formation CM 599 Family Foundations and Dynamics* IS 550 Theological Summit	CM 585 Discipleship Ministries: Christian Formation CM 687 Formational Prayer in Ministry* IS 550 Theological Summit	OT 500 OT Foundations CM 598 Human Sexuality*
3	NT 520 NT Foundations CM 690 Ministry with Children, Youth, and Their Families* [Begin Supervised Ministry]	CM 597 Crisis Intervention for the Family* TH 500 A Survey of Christian Theology [Continue Supervised Ministry]	CM 689 Spiritual Direction CM 786 Supervised Ministry CM 700 MAFM Capstone Course

*These MAFM courses are only offered every-other-year and only in the specific term (i.e., fall, spring, or summer) indicated.

MASTER OF ARTS IN PRACTICAL THEOLOGY (MAPT)

(Formerly the Master of Arts in Church Development[MACD])

Program Director: Dr. Joel W. Cocklin

Purpose

The Master of Arts in Practical Theology (MAPT) degree program is designed to deliver vital theological education in a cohort-based learning environment, integrating intensive and distance learning courses, while allowing students to remain resident within their particular local and congregational contexts. The MAPT program blends foundational theological learning with spiritual formation to assist servant-leaders in advancing God's kingdom through the Church as they discover and effectively respond to God's will, gifting, and calling.

Program Outcomes for MAPT Graduates

1. **Knowing:** The student will integrate a basic understanding in the theological disciplines of biblical studies, theology, church history, and Christian ministries.
2. **Being:** The student will manifest growth in personal, spiritual, and professional goals.
3. **Doing:** The student will engage in God's mission of reconciliation and redemption by demonstrating ability for guiding and making disciples following the principles of Christ-like living. Manifest servant leadership in guiding the Church to embrace and equip the body for Kingdom ministry.

Assessment Outcomes for MAPT Students

1. **Knowing:** The student will write and articulate a coherent faith statement that represents the student's best work in biblical studies, theology, and church history with direct observation and evaluation by faculty.
2. **Being:** The student will achieve growth in personal and ministerial goals as identified in the Ministerial Person course and evaluated in the middler review process (upon completion of 30 credit hours) and Supervised Ministry experience (during the senior year) with direct observation and evaluation by faculty and ministry supervision committee members.
3. **Doing:** The student will successfully write an extensive case study as a capstone project. As part of the CM 590 Christian Leadership and Communication course, a comprehensive case study will be researched and written based on an actual personal ecclesiastical experience. Students will develop their case study incorporating peer discussions and integrating as much as possible the accumulated learnings, insights, and personal development from their degree program. The entire process will be under direct observation and evaluation by the program director.

Description and Duration

The MAPT is a 60-credit, four-year graduate degree program delivered in a hybrid system. Thirty credit hours are completed by intensive courses at WTS or a nearby retreat center. The remaining 30 credits are completed via distance education (online). The MAPT is intended to

provide advanced training for individuals seeking to serve in diverse ministries including lay leadership roles.

Areas of Concentration

The MAPT offers four areas of concentration in which students complete four, three-credit hour courses (12 credits):

- Biblical Studies
- Christian Leadership
- Christian Counseling
- Pastoral Ministry

General education requirements for all concentrations (45 credit hours):

Foundations in Theological Studies (1 credit)

The Ministerial Person (Intensive)

Interpreting the Bible (OL)

Worldviews, Perspectives, and Christianity (OL)

A Survey of Christian Theology (Intensive)

Spiritual Formation (Intensive)

A Survey of the History of Christianity (OL)

OT Foundations (Intensive)

NT Foundations (Intensive)

Church in Mission (OL)

Church History and Polity (Intensive)

Homiletics (Intensive)

Christian Leadership (OL)

Christian Leadership and Communication (Intensive)

Supervised Ministry (OL)

Elective (2 credits)

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

Suggested curricula concentration courses and electives (15 credit hours):

MAPT with concentration in Biblical Studies

Four concentration courses chosen from:

OT 501 Pentateuch

OT 502 Prophets

NT 626 Synoptic Gospels

NT 627 Studies in Paul

NT 628 Gospel of John

One elective course from TH, CH, or CM departments

MAPT with concentration in Christian Leadership

Three concentration courses:

- CM 500 Character of a Leader
- CM 501 Leadership Competencies
- CM 502 Leadership Practicum

Two elective courses from OT, NT, TH, CH, and/or CM departments

MAPT with concentration in Christian Counseling

Four concentration courses:

- CM 583 Pastoral Care and Counseling
- CM 596 Marital Counseling: Impacting Relationships through Formational Ministry
- CM 597 Crisis Intervention for the Family
- CM 599 Family Foundations and Dynamics

One elective course from OT, NT, TH, CH, and/or CM departments

MAPT with concentration in Pastoral Ministry

Three concentration courses:

- CM 583 Pastoral Care and Counseling
- CM 585 Discipleship Ministries: Christian Formation
- CM 586 Christian Worship

Two elective courses from OT, NT, TH, CH, and/or CM departments

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

Students must maintain a continual mentoring relationship with a qualified Christian leader for the entire program in order to fulfill the requirements for completion of the MAPT program. The seminary will confer the Master of Arts in Practical Theology degree on students who complete the 60 credit hours required in the program with a minimum cumulative 2.5 grade point average, have met the requirements for graduation, have been recommended by the faculty, and are approved by the Board of Trustees.



Suggested Course Sequence

Four-year full-time MAPT schedule:

Year	Fall (October)	Spring (Online)	Summer
1	NT 520 New Testament Foundations# IS 510 Foundations in Theological Studies	IS 500 Interpreting the Bible** Concentration Course**	CM 581 Ministerial Person* OT 500 Old Testament Foundations#
2	Elective	CH 540 A Survey of the History of Christianity** Concentration Course**	CM 688 Spiritual Formation* TH 672 Worldviews, Perspectives, and Christianity**
3	TH 500 A Survey of Christian Theology#	Christian Leadership** Concentration Course**	CM 584 Homiletics# Church History and Polity#
4	2 cr. hr. Elective Begin Supervised Ministry**	Concentration Course** Continue Supervised Ministry**	CM 590 Christian Leadership and Communication* CM 582 Church in Mission** Complete CM 786 Supervised Ministry**

*Intensive courses held at a nearby retreat center on the third week of June

**Distance education courses delivered online

#Intensive courses held on the WTS campus

MASTER'S COURSE DESCRIPTIONS

Integrated Studies

IS 500 Interpreting the Bible

Students demonstrate understanding of a multidisciplinary, evangelical approach to biblical interpretation, integrating theological, biblical, historical, philosophical/linguistic, and pastoral knowledge for faithful biblical exposition. They also develop appreciation of the unity and diversity of Scripture and of scholarly and devotional interpretive methods. *(3 hours)*

IS 501 Apologetics: An Invitation to Faith

Students demonstrate understanding of and commitment to articulating the Christian faith in a pluralist environment. The course will combine study of the biblical narrative, an examination of distant (Augustine, Aquinas) and recent (Barth, Newbigin) theological voices, and an analysis of contemporary culture. Students will also survey some of the historic methods of apologetics. *(3 hours)*

IS 510 Foundations in Theological Studies

Students demonstrate understanding of graduate level theological research, critical thinking, writing, and computer skills through completion of an assignment based on the seminary's Annual Theological Theme. They complete initial institutional requirements, are incorporated into the seminary community, and demonstrate proficiency in using academic tools and facilities. Students who do not demonstrate the minimum institutional standards of graduate level theological research, critical thinking, writing, and computer skills will receive remediation in appropriate areas through the Office of Student Services. This course must be scheduled during the initial trimester of matriculation for all students entering a program. *(1 hour)*

IS 550 Theological Summit

Students demonstrate understanding of the Theological Summit topic (Annual Theological Theme) presented via lectures, discussions, activities, and assignments. They gain biblical and theological grounding, historical and contemporary perspective, spiritual formation insight, and missional/ministerial tools for personal and contextual callings by participating in a single-day communal and cohort-oriented event for fostering constructive evangelical unity and diversity. *(1 hour)*

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 590 Lutheran History, Theology, and Polity

Students demonstrate an understanding of the principles, practices, history, and polity of the Lutheran Church. The course will include a survey of the Lutheran experience in Europe and America, it will examine both the ecumenical creeds (Apostles, Nicene, Athanasian) as well as the confessions of the Lutheran Tradition (with an emphasis on the Small Catechism and the Augsburg Confession). Ways of church government and worship practiced among Lutherans will also be surveyed. This course is intended for all M.Div. students in general and in particular for Lutheran students seeking to meet the “History and Polity” requirement of this Seminary, useful either for seeking placement with a Lutheran judicatory or for service as a Lutheran ecumenically. *(3 hours)*

IS 642 Christ and Culture

Students demonstrate an understanding of one of the most fundamental issues facing the church in today’s rapidly changing world—the relationship between the Christian faith and contemporary culture. The course provides biblical and theological foundations for thinking Christianly about culture. It then introduces a variety of models for engaging culture as well as cultural-studies methodologies for surveying the twentieth and twenty-first centuries, highlighting those trends and forces that have significantly impacted the church and its relation to the mission of God. *(3 hours)*

IS 651 Christ and Community

Students demonstrate understanding of the historical development of ecclesiology (the practice of doctrine) as well as an understanding of the social history of the church as a practicing community of faith. A variety of models will show how the church has expressed itself over time, with particular attention given to community identification through worship, discipleship, formation, and mission. Pivotal episodes and case studies, ranging from the New Testament house church to experimental semi-monastic communities in our present day are featured. *(3 hours)*

IS 718, 719 Independent Research in Integrated Studies

See page 45 for Independent Research procedures and regulations.

IS 790, 791 Master's Thesis

Students demonstrate advanced levels of research and theological reflection in developing a comprehensive explanation of problems in the student's area of concentration. Appropriate research methodology and techniques will be utilized to craft the thesis project. (*3 hours each*) (See pp. 52-53 for additional information on the Master's Thesis.)

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 505 Christology of the Old Testament

Students demonstrate understanding of Christ in the Old Testament utilizing the theological perspective of the New Testament. The study will focus upon a chronological approach reviewing each Old Testament book around the theme of Jesus the Messiah, as well as viewing the Old Testament through the model of the life of Christ. Students develop a project which reflects their personal study of Christ as revealed in the Scriptures that can be utilized in their ministry context. (*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 prose discourses with the aid of a lexicon. Attention will be given to Hebrew grammar and syntax and their use in exegeting sections assigned from Genesis, Deuteronomy, 1 Samuel and Jeremiah. *Prerequisite: OT 606 (3 hours)*

OT 610 Genesis

Students demonstrate understanding of the book of Genesis, with special attention to narrative structures and canonical criticism. Students interpret selected passages from Genesis. (3 hours)

OT 611 Jeremiah

Students demonstrate understanding of the book of Jeremiah, with special attention given to the message and persona of the prophet as well as to matters of composition and growth of the Jeremiah tradition. Students interpret selected passages from Jeremiah. (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 613 Psalms

Students demonstrate understanding of the book of Psalms. They will do an expositional study of classic Psalms, examining different types of Psalms such as royal, lament, praise, and thanksgiving. Attention will also be given to Messianic Psalms and their New Testament Christological use and application. (3 hours)

OT 614 Inter-Testamental and Apocryphal Literature

Students demonstrate understanding of Apocalyptic Literature of the Old Testament and the literature of the inter-testamental period that reflects upon the canonical Scriptures. Reading will be assigned from the Old Testament, the Apocrypha, the Pseudepigrapha, and the Dead Sea Scrolls. (3 hours)

OT 615 Isaiah

Students demonstrate understanding of the Book of Isaiah through an expositional study of Isaiah. Attention will be given to Isaiah 40-55 through a detailed analysis of these chapters, including the New Testament use and application of the Servant Songs in this section. (3 hours)

OT 616 Prophet, Priest, and Sage: Spiritualities in the Old Testament

Students demonstrate understanding of the various spiritualities in the Old Testament, including the priest's attention to creation and worship, the prophet's focus on social and economic justice, and the sage's love for reason, experience, and tradition. As a secondary goal, students will demonstrate an understanding of leadership in the Old Testament based on each of these biblical models. (3 hours)

OT 621 Aramaic

Students demonstrate understanding of elementary biblical Aramaic. They learn basic Aramaic grammar and syntax and read selected texts in Daniel. (3 hours)

OT 718, 719 Independent Research in Old Testament

See page 45 for Independent Research procedures and regulations.

New Testament**NT 520 New Testament Foundations**

Students demonstrate understanding of the writings of the New Testament in view of their content, origin, literary form, theological value, and practical application. (3 hours)

NT 521 Greek Grammar

Students demonstrate understanding of New Testament Greek grammar, syntax and vocabulary. Students will be able to read the Greek New Testament with lexical aids as a basis for exegesis of the New Testament. (3 hours)

NT 522 Greek Exegesis

Students demonstrate understanding of the exegetical process and the resources available to interpret passages of the New Testament in its original language. Students exegete selected passages from the Gospels and epistles and use tools and techniques of exegesis. *Prerequisite: NT 521 (3 hours)*

NT 570 Narrative Criticism of the New Testament

Students demonstrate the ability to exegete New Testament texts using the tools and techniques of narrative criticism. They will be able to do close readings of New Testament narratives found in the Gospels, Acts of the Apostles, and Book of Revelation, giving special attention to the nuances of a text, including repetitions, verbal threads, structural patterns, rhetorical devices, settings, characterization, plot themes, and point of view. (May be substituted for NT 522 or used as an elective.) *Prerequisite: NT 521 (3 hours)*

NT 626 Synoptic Gospels

Students demonstrate understanding of the first three Gospels. They interpret narratives of the Gospels, the sayings of Jesus, and the parables of Jesus. (3 hours)

NT 627 Studies in Paul

Students demonstrate understanding of the Pauline corpus of literature. They examine the circumstances and issues that occasioned Paul's letters, the literary forms within Paul's letters, and the principles used to interpret Paul for today. Selected passages in Paul's epistles are interpreted. (3 hours)

NT 628 Gospel of John

Students demonstrate understanding of the Gospel of John. They analyze the gospel from a literary perspective with an emphasis on rhetoric, characters, setting, plot, and themes of John. Selected passages from John are interpreted. (3 hours)

NT 629 Book of Revelation

Students demonstrate understanding of the Book of Revelation. They interpret the figurative and symbolic language of Revelation, understand the hermeneutical issues involved in interpreting the Book of Revelation for today, and understand the theology and content of the Apocalypse. (3 hours)

NT 630 Spirituality in Luke

Students demonstrate understanding of the Gospel of Luke. They focus on the spiritual landscape in various passages in Luke, such as table fellowship, clothing, journeys (Jerusalem and Emmaus), possessions, temple, tomb, desert, mountain, lake, river, and festivals. (3 hours)

NT 631 Pastoral Epistles

Students demonstrate understanding of Paul's writings to Timothy and Titus, especially as they relate to pastoral ministry. The primary emphasis is to interpret the teaching within its historical context and to give special attention to issues of contemporary significance. (3 hours)

NT 632 Hebrews and General Epistles

Students demonstrate understanding of Hebrews and the General Epistles (James, 1-2 Peter, 1-3 John, and Jude). The course will include a synthetic overview and exegetical analysis of each book. Attention will be given to the historical and cultural backgrounds in which these epistles were written. (3 hours)

NT 633 Colossians

Students demonstrate understanding of the book of Colossians by observing the authorship, date, theme, and historical background of the book followed by an expositional study of the book focusing on its Christological and applicative message. (3 credits)

NT 634 Ephesians

Students demonstrate understanding of the book of Ephesians by observing the authorship, date, theme, and historical background of the book followed by an expositional study of the book focusing on its Christological, ecclesiastical, and applicative message. [The text will be studied from the Greek New Testament and students who have completed Greek Grammar and exegesis are encouraged to enroll in this elective course in order to enhance their Greek language capacity. The English Bible students are also encouraged to enroll in this elective course.] (3 hours)

NT 635 Romans

Students demonstrate understanding of the book of Romans from an expository study perspective. Theological themes such as justification, sanctification, and glorification will be examined with the goal of exploring the book's practical application. Students reflect on the wholeness of the gospel message and its impact on the believer's spiritual formation. (3 hours)

NT 636 The Book of 1 Peter

Students demonstrate understanding of 1 Peter in its historical-social and theological contexts by detailed exegetical analysis of selected portions of 1 Peter. The role of theological themes in the epistle such as Christology, atonement, eschatology, sanctification, and suffering will be emphasized throughout the course. Students reflect on and demonstrate an ability to appropriate the transformative potential of 1 Peter for self, Church, and world. (3 hours)

NT 718, 719 Independent Research in New Testament

See page 45 for Independent Research procedures and regulations.

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 Special Topics in Ancient Christianity (600 A.D)

Students demonstrate understanding of the way of life in the early church and how this shaped particular beliefs and practices. Special topics include early worship patterns, hospitality practices, disciple formation, theological reflection (culminating in the first four ecumenical councils), emergence of the biblical canon, shifting roles for women, and the spirituality of the desert fathers. (3 hours)

CH 542 Medieval and Reformation Spiritualities (600-1600)

Students demonstrate understanding of the Benedictine, Franciscan, and mystical spiritualities and devotional practices of the medieval church. The course then explores the late medieval crisis of faith, which prompted Martin Luther's reformation "break-through." The ecclesiological struggles of early Protestantism are considered in detail, especially as they affected everyday belief and practice in European Christianity. (3 hours)

CH 543 The Globalization of Modern Christianity (1600-Present)

Students demonstrate understanding of European religious wars, Enlightenment, Romanticist reactions, and modernist impulses. The major narrative of this period, however, 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. What this might mean for the future of ministry in North America is a special concern of the second half of the course. (3 hours)

CH 600 Theories and Interpretation in Religion

Students demonstrate understanding of the theories and methods used in the study of religion, their histories, and differences. Students will be exposed to critical theories and have an opportunity to develop them in relationship to their own beliefs. Students demonstrate these skills through practical application and/or exercise. (3 hours)

CH 601 The Abrahamic Religions in Conversation

Students demonstrate understanding of the histories and beliefs of Judaism, Christianity, and Islam, both where they intersect and diverge. This course also examines Jewish, Christian, and Muslim dialogue in a post-911 world. Students demonstrate these skills through practical application and/or exercise. (3 hours)

CH 602 Eastern Traditions and Christianity in Conversation

Students demonstrate understanding of the general histories and ideas of various eastern belief systems from India, Tibet, China, and Japan. This course examines connections and differences necessary for inter-religious dialogue. Students demonstrate these skills through practical application and/or exercise. (3 hours)

CH 641 Seminar in American Cultures and Religious Traditions

Students demonstrate understanding of the cultural and religious landscape of North America, with a particular emphasis on Christianity in the United States, from the late-colonial period to the present day. American racial, cultural, ethnic, economic, and life-style diversities are explored. Attention is given to various sub-cultures and demographics, from fundamentalism and evangelicalism to the post-Christian or neo-pagan. (3 hours)

CH/TH 643 Theology in the Context of History

Students demonstrate an understanding of the relationship between the distinct disciplines of theology and history. This research-oriented course looks into the development and trajectory of theological ideas as they are informed by historical contexts and questions of historiography. It will explore many theologically invested subjects, including literature, philosophy, monasticism, gender, and the arts. This course also qualifies as a theology course. (3 hours)

CH 647 Great Awakenings

Students demonstrate understanding of the characteristics and key leaders of the great Christian awakenings in the United States. They evaluate the impact awakenings and revivals have had on the growth of Christianity and reflect on the lessons they have for the ministry of the contemporary church. (3 hours)

CH 648 History of American Christianity

Students demonstrate an understanding of the history of Christianity in North America and the United States from the colonial period to the present, including the Awakenings, expansion, denominationalism, African-American churches and the rise of religious pluralism. (3 hours)

CH 649 History and Practice of Missions

Students demonstrate a basic knowledge of Christian missions from the first century to the present and an understanding of modern missionary practice and the importance of the local church in the missions enterprise. (3 hours)

CH 650 History of the African-American Church

Students demonstrate understanding of African-American religious experience from the early days of slavery to the present. Attention is given to the importance of the church for African-American identity, the controversies and failures that racked the white church over the issues of slavery, racism and civil rights, and the emergence of black theology. (3 hours)

CH 718, 719 Independent Research in Church History

See page 45 for Independent Research 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)

CH/TH 643 Theology in the Context of History

Students demonstrate an understanding of the relationship between the distinct disciplines of theology and history. This research-oriented course looks into the development and trajectory of theological ideas as they are informed by historical contexts and questions of historiography. It will explore many theologically invested subjects, including literature, philosophy, monasticism, gender, and the arts. This course also qualifies as a theology course. (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. (3 hours) (This course is the capstone course for M.Div. and MA[TS] students.)

TH 665 Pastoral Ethics

Students demonstrate understanding of moral issues that pastors and churches commonly encounter. They identify and evaluate biblically-grounded methods of moral deliberation and decision-making that may be applied to the moral dilemmas pastors and churches face. (3 hours)

TH 667 Religious Alternatives in American Culture

Students demonstrate understanding of contemporary trends in Christian theology and cultic movements. They identify and evaluate recent influences and developments in theology (including evangelical, catholic, process, liberation, third-world, and black theology). They deal apologetically with religious movements defined by their deviation from one or more tenets of the orthodox Christian tradition. (3 hours)

TH 668 Theological Themes in Scripture

Students demonstrate understanding of significant biblical-theological themes such as the nature of God, creation, the fall, the covenants, promise, kingdom, and messianic expectation as they are set forth and developed in their Old Testament contexts and subsequently apprehended and utilized by the New Testament authors. Attention will also be given to the important question of the relationship between the Testaments and its implications for contemporary theological reflection, spiritual formation, and application to ministry. (3 hours)

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)

TH 670 Introduction to Philosophy for Theological Studies

Students demonstrate an introductory knowledge of the history, ideas, and figures of Western philosophical traditions, particularly as they inform the growth of the Christian tradition. Some themes to be examined include religious experience and language, the problem of evil, miracles, faith and reason, current discussions in philosophy, and the implications these important questions have for faith and life. (3 hours)

TH 671 Diversity and Unity in Evangelical Thought

Students demonstrate understanding of the diverse views held among evangelicals concerning various theological issues. They develop respect and appreciation for differing theological interpretations of distinct doctrines, while establishing their commitment to central beliefs of historic, orthodox Christianity. (3 hours)

TH 672 Worldviews, Perspectives, and Christianity

Students demonstrate an understanding of the concept of a worldview, identifying key features of prominent worldviews and new perspectives, both the religious and non-religious, learning to approach them responsibly and fairly, evaluating them from within the background of their own Christian tradition. Particular attention is paid to developing and articulating their own Christian worldview. (3 hours)

TH 673 Theology and Contemporary Literature

Students demonstrate an ability to identify and interpret the great literature of contemporary times and to find in it significant theological themes. Various novels, short stories, and poems will be discussed, seeking to understand the worldviews they embody and to determine how to respond to these issues from the vantage point of Evangelical Christianity. (3 hours)

TH 674 Evangelical Theology of Religions

Students demonstrate understanding of evangelical approaches to religious pluralism. They employ biblical, theological, historical, and missional sources and norms for analyzing this challenge to Christian theology and mission. Students comprehend and engage religious plurality, offering a credible response via an informed evangelical theology of religions. (3 hours)

TH 718, 719 Independent Research in Theology

See page 45 for Independent Research procedures and regulations.

Christian Ministries

CM 500 Character of a Leader

Students demonstrate understanding and formation of character modeled after Jesus and for the sake of others; they establish and participate in small accountability/support groups. Students learn to identify character deficiencies and to develop appropriate plans for fostering character enhancement. This course includes working with a coach, participating in ministry via a two-by-two model, and coaching another person. (3 hours)

CM 501 Leadership Competencies

Students demonstrate understanding of leadership competency by leading a ministry in prayer, loving relationships, worship, and evangelism. Together with a coach, students determine competencies necessary for their specific vocation, locating necessary resources and elements of accountability for ongoing formation of those competencies. (3 hours)

CM 502 Leadership Practicum

Students demonstrate understanding of what it means to be a leader (i.e., servant-leadership; leading verses enabling; setting, communicating, and maintaining the vision), the responsibilities of leadership (i.e., setting boundaries, handling success and failure) and handling various types of crisis and conflict (i.e., pastoral-centered, theological focused, mediation and arbitration). Students learn the principles of recruiting, training, and supporting volunteers and church staff. This course offers the student direct interaction with church governance in understanding the pastor's role and relationship with the Board, office management, church publications, and computer systems. (3 hours)

CM 503 Emerging Church Movements

Students demonstrate understanding of the history and influence of various emergent movements and the relevant affects on the concept and function of the church. They comprehend the biblical metanarrative and apply it to various cultural and demographic publics. Students also learn the importance of evaluating, measuring, and interpreting trends and movements in light of biblical and theological norms. (3 hours)

CM 504 The Local Church in Global Mission

Students demonstrate understanding of the global mission of the church as it relates to and involves the local church body. They develop insights into worldwide ecclesial activity involving international and indigenous fields, emerging trends in missiology, and application of missional concepts to their own historical-cultural context. Students explore missional thinking at various levels of community. (3 hours)

CM 505 Missional Interpretation and Praxis

Students demonstrate understanding of how to participate as God's people in diverse contemporary cultural contexts. They explore and learn how to engage contextual issues indigenous to rural, suburban, and urban settings, considering traditional to emerging interpretations of proper missional praxis and theological framework. (3 hours)

CM 506 Contemporary Church Planting

Students demonstrate understanding of the principles, procedures and theology of planting and growing a local church. They investigate pastoral and planting models, mobilization of laity, and opportunities and difficulties in planting a church. Students study various models, successful characteristics, and common pitfalls of planting. They also participate in routine assessment testing and developing personal planting profiles. *(3 hours)*

CM 507 Theology of Christian Spirituality

Students demonstrate understanding of the theological themes that emerge from the biblical/historical inquiry into the development of spirituality from creation to current trends and forces. Students study characters from church history to develop spiritual biographies on a theme or value having high-level of significance. Special emphasis is given to Creation Theology as it relates to Incarnational Spirituality, ecology, and the global quest for meaning in life-spirituality. *(3 hours)*

CM 508 Developing Prayer Ministry

Students demonstrate understanding of spiritual formation with others in group contexts and informed by insights from systems theory. They develop a weekly formation group focused upon intercession for needs within and beyond the group. Accountability and support of group members is developed in a retreat setting and maintained through weekly group sessions. *(3 hours)*

CM 509 Exploring Celtic Spirituality

Students demonstrate understanding of the historical, theological, spiritual, and missiological significance of the Celtic Church. They explore applications of Celtic models for spiritual formation and ministry praxis in the context of a Christian community. Special emphasis is placed upon the cultural/social/ historical development of Celtic spirituality. *(3 hours)*

CM 510 Church Planting History and Strategies

Students demonstrate understanding of church planting as it relates to the history of the church in the United States. They assess the viability of three contemporary church planting models—simple/organic, missional, and attractional—on the basis of biblical and theological constructs. Students develop a plan to adapt a model appropriate to their ministry context along with strategies for its implementation. *(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 in formative 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. (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 Christian Leadership and Communication

Students demonstrate understanding of principles and practices essential to faithful, competent and effectual leadership and communication. They learn models of distinctly Christian leadership from biblical, theological, and exemplary bases, applying their understanding in missional, congregational, and cultural contexts. Students also study and develop vital communication skills. (3 hours)

CM 591 Christian Leadership

Students demonstrate understanding of the principles and practices essential to leadership. They formulate a biblical basis for congregational mission, vision, and ministry; analyze personal and congregational strategies for ministry; and utilize administrative models designed for congregational management. Students demonstrate willingness to view all persons as called to ministry. (3 hours)

CM 593 Church Development and Growth

Students demonstrate understanding of the principles, procedures, and theology of planting new churches, and of the growth of a local church. They identify pastoral models essential to mobilize the laity, explore characteristics, opportunities, and barriers in planting and growing a church in various settings. They research the potential for growth and development in their local church via an intensive ministry audit project. (3 hours)

CM 594 Church Development and Emergence

Students demonstrate understanding of various approaches to planting new congregations, considering biblical, theological, and contemporary bases for church development. They study ancient-to-contemporary models as well as emerging trends. Students learn principles essential to faithful church development and contextualized methodology; mobilizing laity; exploring opportunities and barriers in planting and growing a local congregation; and researching potential for growth and development. (3 hours)

CM 595 The Global Mission of the Church

Students demonstrate understanding of the biblical foundation, historical development, strategic dimension, and cross-cultural component of contemporary world missions. They will develop insights on how to increase missions awareness in the local church as well as how to contextualize the gospel in any ministry setting. (3 hours)

CM 596 Marital Counseling: Impacting Relationships through Formational Ministry

Students demonstrate understanding and application of formational counseling as a framework for developing an expression of Christ-centered loving relationships. They will develop a holistic approach to marital counseling by exploring principles and procedures applicable for formational Christian care. (3 hours)

CM 597 Crisis Intervention for the Family

Students demonstrate understanding of the crises most often encountered within the family. They develop a biblical method of response to crisis intervention and learn how to develop networks within both the Christian and secular communities. (3 hours)

CM 598 Human Sexuality: Counseling Issues for Pastors and Counselors

Students demonstrate understanding of human sexuality and sexual behavior in light of contemporary and biblical norms. Attention will be given to various struggles involving sexuality and treatment methods. Students will also develop a prevention plan to reduce the risk of sexual abuse in the church. (3 hours)

CM 599 Family Foundations and Dynamics

Students demonstrate understanding of the principle of families as systems, explore the life cycle of a family, and formulate responses based upon the theological basis of a healthy family. (3 hours)

CM 600 Christian Perspectives on Human Growth and Development

Students demonstrate understanding of significant growth, development, and faith issues throughout the human life span. Psychoanalytic, cognitive, behavioral, humanistic, and other theories of development will be examined in light of the Bible and contemporary Christian scholarship and teaching. A strong emphasis will be placed on practical application for ministry to individuals and families. *(3 hours)*

CM 610 Theology of Worship

Students demonstrate understanding of the theology and practice of worship. The study will allow students to articulate and refine their own personal theology of worship. In doing this, students will understand how his or her theology impacts both their own life and the lives of those around them. Attention will also be given to understanding how all of life is to be worship. *(3 hours)*

CM 611 Creative Arts and Service Programming

Students demonstrate understanding of how to utilize creative arts in worship and plan worship services. They learn effective use of the creative arts to fit specific worship settings. Students will become familiar with utilizing a planning team in the process of service programming. *(3 hours)*

CM 612 Worship Leadership

Students demonstrate understanding of worship leadership. They learn about the role of an effective worship leader among a team, the importance of personal spiritual growth along with the theological aspect of leading worship. Students will interact with other worship leaders in order to gain insight into worship leadership within the local church. They will explore the process to equip other believers for a life of worship. *(3 hours)*

CM 613 Trends in Worship Ministry

Students demonstrate understanding of current trends in worship ministry. They will learn about how to analyze trends that may be either beneficial or non-beneficial for their specific ministry context. Attention will be given to reflection upon the student's personal background, experiences, and environment that impact their view of trends in worship ministry. *(3 hours)*

CM 635 Transformational Preaching

Students demonstrate understanding of the central role of preaching in reshaping their ministerial/missional environments. They learn to proclaim biblical wisdom that prophetically addresses the contemporary situation. Students practice, prepare, and deliver sermons that focus on the holistic transformation of their congregations and local communities. *(3 hours)*

CM 687 Formational Prayer in Ministry

Students demonstrate an understanding of how to use prayer, based on a biblical framework, as a spiritual discipline in pastoral care and counsel ministries. Students will be introduced to a variety of approaches to prayer as a healing agent in a holistic compassion ministry. They will also explore ways of applying their learning to a current care-giving situation, ministry setting, or community of faith. *(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 in their spiritual journey, and develop a personal growth plan. *(3 hours)*

CM 689 Spiritual Direction

Students demonstrate understanding of and commitment to giving and receiving spiritual direction. They practice advanced levels of spiritual disciplines in the context of a small group, a spiritual retreat, and daily personal spiritual formation. They develop skills and insights in spiritual direction by leading spiritual direction sessions. *(3 hours)*

CM 690 Ministry with Children, Youth, and Their Families

Students demonstrate understanding of a theological and theoretical understanding of faith development in children and youth. They will explore methods of ministering to children, youth, and their families in holistic and missional ways. Students will apply this knowledge to ministry situations in today's culture. *(3 hours)*

CM 698 Women In Ministry

Students demonstrate understanding of the historical overview of women in ministry. Utilizing the biblical model of servant-leader in both the home and the church, they will consider issues in biblical interpretation of relevant didactic passages. Students will also examine the various views and issues surrounding the participation of women in the ministerial vocation. *(3 hours)*

CM 700 MAFM Capstone Course

Students demonstrate understanding of the knowing, being, and doing outcomes of the MAFM program. A portfolio examination will be completed, looking for indicators that personal growth and an ability to form others have taken place based on a useful integration of biblical and theological understanding. These findings will be assimilated into a document that will be used for a capstone presentation. *(1 hour)*

CM 783 Clinical Pastoral Education

Students demonstrate understanding of a multi-dimensional learning experience, offered in a setting approved by a professional clinical pastoral education association. A variety of programs are available at the Medical College of Ohio, Riverside Hospital of Toledo, Spiritual Care and Education Center (Toledo), and other area institutions. The Academic Dean can supply current information on programs and application procedures. *(Up to 3 hours may be granted for one intensive term of CPE.)*

CM 784 Preaching Special Services

Students demonstrate understanding of the ability to develop sermons for the Christian year and other special occasions. These include Advent and Lent, as well as funerals, ordinance/sacrament services, weddings, etc. *(3 hours)*

CM 786 Supervised Ministry

Students demonstrate understanding of the integration of their previous and current seminary course work with the practice of ministry under direct supervision. Students will spend at least one year in supervised ministry in an approved parish or non-parish site or setting, and through the preparation of written case studies, engage in a theologically reflective practice of ministry. Supervised Ministry 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. A background check will be conducted before enrolling in the first section. *(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 page 45 for Independent Research procedures and regulations.

Winebrenner Theological Seminary 2013 – 2014 GRADUATE ACADEMIC CALENDAR

FALL TRIMESTER 2013

September 3	Theological Summit
September 5	Thursday Night CLASSES BEGIN
September 10	Tuesday CLASSES BEGIN
October 3-4	MAPT Foundations in Theological Studies
October 4-6	Intensives
November 26	CLASSES END
December 6	Final Grades Due in Registrar's Office

SPRING TRIMESTER 2014

January 7	Theological Summit
January 9	Thursday Night CLASSES BEGIN
January 13	Monday Night CLASSES BEGIN
January 14	Tuesday CLASSES BEGIN
January 20	Martin Luther King Day – NO CLASSES (Findlay Campus)
January 20-24	Week of Intensive – The Ministerial Person (Scotland Campus)
March 27	Thursday Night CLASSES END
April 1	Tuesday CLASSES END
April 7	Monday Night CLASSES END
April 11	Final Grades Due in Registrar's Office

SUMMER TRIMESTER 2014

May 5	Monday Night CLASSES BEGIN
May 6	Theological Summit
May 8	Thursday Night CLASSES BEGIN
May 13	Tuesday CLASSES BEGIN
May 26	Memorial Day – NO CLASSES
July 24	Thursday Night CLASSES END
July 28	Monday Night CLASSES END
July 29	Tuesday CLASSES END
August 8	Final Grades Due in Registrar's Office

August 2 Commencement

WINEBRENNER STUDENT HANDBOOK

2013- 14



WINEBRENNER
THEOLOGICAL SEMINARY

Winebrenner Theological Seminary
950 N. Main Street
Findlay, Ohio 45840
419-434-4200

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I. SEMINARY GUIDELINES

A. Community Life

A.1. Purpose Statement

Education at Winebrenner Seminary involves more than attending classes. Students and faculty are engaged in many sharing and learning situations outside of class, both in small groups and on a one-to-one basis.

Students are given opportunity to participate in institutional governance. The President's Council annually appoints one student representative to the Board of Trustees in an advisory position; one student is appointed as a representative to the faculty.

A.2. Standards of Life

All students and members of the Winebrenner Theological Seminary 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 for Christians in the Scriptures as citizens of the kingdom of God. The Christian is a resident alien living in anticipation of the age to come.

A.3. Importance of Families

The seminary believes that in order for the student's time at Winebrenner to be as complete and fulfilling as possible, the entire family should participate in the experience, and the seminary welcomes input on ways to provide additional support to students' families. In order to encourage the involvement of the family, family members are included in specific campus events such as potluck dinners and worship.

Spouses are encouraged to experience the seminary classroom. Contact the instructor for permission, as there are times when family involvement intrudes on confidentiality. It is generally not appropriate for children to be in the classroom or unattended in the seminary facilities.

Winebrenner Theological Seminary strives to create an atmosphere that will encourage the members of the seminary community to develop the highest degree of maturity (*teleios*—whole, mature, complete: Matthew 5:48; James 1:4; Ephesians 4:13). Each person is to live as a responsible, interdependent member of the Seminary community and the Christian community of which she or he is a member through denominational or local church membership. Each member of the seminary community should seek to live up to Christian ethics and morality as defined by the Scriptures. A life yielded to Christ and in reciprocal fellowship with the Christian community is a warrant against legalism and hypocrisy (I Corinthians 8 and 9; Ephesians 4:14-16).

For the sake of the Winebrenner Theological Seminary 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 in any of the seminary facilities, on seminary property, or at any seminary function on or off campus. Students should refer to the "Drug/Alcohol Prevention Program Guidelines" for the seminary explicated in this handbook.
- All students, faculty, and staff must agree that sexual relations are to be limited to a husband and wife in marriage.
- All students, faculty, and staff have a moral obligation to the community to be physically and emotionally healthy.

A.4. Gracious Language

Winebrenner Theological Seminary 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.

A.5. 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.

A.5.a. Respect for All Students

Each student owes respect to his or her fellow students as peers in the learning process, despite differing views. To be Christ-like involves showing respect for all persons.

A.5.b. Understanding

There is a major difference between understanding and believing. The learning process does not require a student to believe a stated perspective, but if he or she is going to learn, it is imperative to strive to understand the perspective of other persons. The seminary experience is greatly enhanced by open dialogue in which no one is belittled or ostracized.

A.6. Technology

A.6.a.. Cell Phone Usage

Cell phones are an unnecessary distraction in the classroom. Students should place their cell phones on vibrate and should not make or receive calls 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. Violations may result in disciplinary action. This courtesy is a means of supporting and enhancing mutual respect in the seminary community.

A.6.b. Internet Access

Students are expected to have access to a computer while in seminary, and will be required to have access to high-speed Internet (no dial up) for online courses. Current students are permitted to connect their own computer to the campus-wide network, provided they have completed the necessary paperwork 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 log-in 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: <http://www.findlay.edu/offices/informationtechnology/Pages/UFnet-Account-Agreement.aspx>

A.6.c. Laptops

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

A.6.d. Bible Software

I.E. Logos .4 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.

B. Academic Standards

B.1. Academic Integrity

Academic integrity is the personal responsibility of students to represent as their own work in reports, papers, or examinations only what they are entitled to honestly present. Violations of academic integrity include dishonesty and plagiarism.

Dishonesty includes but is not limited to: copying from another's examination paper, allowing another to copy from one's own examination, giving or receiving inappropriate aid on a take-home examination, misuse of copyrighted materials, misappropriation of

research materials, or submission of the same work product in more than one course without permission of the instructors.

Plagiarism is the passing off of another's ideas or writings as one's own. Plagiarism can be avoided by appropriately acknowledging the work by others either in footnotes, quotations, or by oral recognition in an oral presentation.

At times a student may find his or her abilities challenged and pushed to new limits and will need to seek advice, tutorial assistance, and/or editing help through the office of student services. Seeking help is encouraged, but students are cautioned not to become dependent on outside help.

If a student violates the standard on academic integrity, he or she will be subject to disciplinary action determined by the instructor and academic dean. A student who violates the standard a second time will be expelled from the seminary and a notation that indicates the expulsion and date will be placed on his or her transcript.

Faculty and students share the responsibility of upholding the standards of academic integrity. A student has the right to appeal a faculty member's decision under the policy of grievances as outlined below.

B.2. Conflict Resolution

B.2.a. 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. A uninvolved member of the faculty (chosen by the full faculty), the student representative to the faculty (or another student named by the president's council in the event the representative is involved in the dispute), 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 receipt the grade in dispute. The process will be completed within 90 days from the end of the trimester. The same appeal process will be instituted in disputes concerning accusations of academic integrity.

B.2.b. 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 student support coordinator for arbitration. The academic dean will be apprised and may offer additional support.

B.2.c. Grievances

When a student has a concern, there are appropriate steps to take in addressing the issue.

- The resolution of any conflict should begin with consulting directly with the faculty member or person with responsibility for the disputed issue. If desired by any party, the student support coordinator may be asked to participate as a neutral observer.
- If the problem remains unresolved, the academic dean should be contacted to process the issue.

B.3. Classroom Standards

B.3.a. Disability Support

Students with physical and/or learning disabilities must notify their professor at least one week prior to the needed service so that reasonable accommodations may be made. The process for students to follow in requesting help is as follows:

- The student is to inform the appropriate professor of the disability, giving information about how the disability might impact the performance of class requirements. Students should be specific in requests for help.
- 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 taping of lectures so they can be reviewed several times. This is considered a better method for reviewing lecture material than requesting notes from a fellow student. The seminary has two taping devices, so arrangements must be made in advance with the academic advancement coordinator. Personal equipment may also be used.
- Additional time on examinations is typically offered only in a proctored, on-campus location. The academic advancement coordinator or the student support coordinator are available as proctors.
- Students are advised to be timely with their requests. It is best to speak with the instructor at the beginning of the trimester regarding all issues related to a disability.

B.3.b. Absence from Class(es)

Regular attendance of all class sessions is an integral part of successful learning. The seminary does not recognize “cuts.” Absence from class is excused only for extraordinary circumstances such as emergencies, illness, or death in the family. Only in cases of

unusual circumstances will the faculty recognize more than one excused absence in any course.

When class absences (excused or unexcused) exceed one, the professor will report the matter to the student support coordinator who will counsel the student. After the second incident of absence, the coordinator will consult with the academic dean who may:

- Place the student on probation for poor academic performance and/or unacceptable behavior.
- Involuntarily withdraw the student from the course(s) with a grade of **WP** or **WF** (dependent on the student's grades and work accomplished at the time of the excessive absences).
- Involuntarily withdraw the student from the seminary.

In cases of extenuating circumstances such as the prolonged illness of the student, the spouse, or child, and upon written petition and recommendation by the academic dean, the professor may grant three or more excused absences if the student performs sufficient make-up work.

If absence is due to a required federal agency deployment the appropriate policy will be applied to the absence (See Policies below).

B.3.c. Tardiness

Students arriving late for class or leaving early can be disruptive. Faculty monitors tardiness and will counsel those who arrive more than 15 minutes late habitually, and will refer the student for academic guidance with the student support coordinator. Ongoing incidents or occurrences in other classes will result in appraisal of the academic dean and subsequent consequences.

B.3.d. Course Evaluations

All students are required at the end of every term to complete a course evaluation for each course in which they were enrolled. For on-campus classes, hardcopies of evaluations will be distributed for completion during the last class session. For online courses, evaluations will be emailed to the student; the student will be required to complete and return the online form to the academic advancement coordinator before the end of the term. The data from course evaluation sheets is anonymous and is compiled by the academic advancement coordinator before being provided to professors and administrators. If a student does not complete and return a course evaluation, the student's grade will not be available in WebConnect; however, upon making an appointment with the registrar, a student may view their grade (See Student's Right of Access below).

B.3.e. Drop/Add Procedure

Students wanting to drop or add a course should refer to the General Academic Policies section of the catalog for further information.

B.4. Coursework

B.4.a. Syllabi

The syllabi are located on Blackboard in two areas. Log on to www.winebrenner.edu. Hover your mouse over current student along the top, then click on Blackboard. Enter your UFNet user name and password. Along the top of the page are several tabs, click the one labeled content system and then click institution content along the left side of the page. Clicking on the Winebrenner folder will direct you to the syllabi folder. Syllabi are separated by term and are in .pdf format. Syllabi are also found in the WTS Organization site. It is the student's responsibility to download the syllabi; no syllabi will be sent to students.

B.4.b. Textbooks

Students are responsible for acquiring their own textbooks from a source such as Amazon (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 ISBN (International Standard Book Number).

B.4.c. Turabian Style Format

The latest edition of Kate L. Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations* is the standard format of style for all papers. A "Sample Paper" is also available to all students via the Blackboard WTS Student Resource Organization. The writing style rubric (*approved 2012*) utilized in evaluating student work follows. Application of this rubric constitutes no more than 10% of the grade for any written assignment.

WTS Master's Level Assignment: Writing Style Rubric

Evaluation Objective	Beginning (B-) 82% and below	Developing (B) 83-86 %	Accomplished (B+ to A-) 87-95%	Exemplary (A) 96-100%	Score
1. Formatting: The document meets Turabian standards as exhibited in the WTS Sample Paper for margins, spacing, page numbers, and headings (if used) as well as the institutional requirements for font and size.	Does not meet the example for margins, spacing, page numbers, etc. Major editing required.	Provides proper formatting in some areas but lacks in two or more areas. Needs further editing.	In general, provides proper formatting in all areas. Needs further editing for inconsistencies.	Excellent formatting in all areas with only a few minor edits.	
2. Grammar and written accuracy: The document meets standards of English grammar for complete sentences, noun and pronoun agreement, active voice, spelling, and other areas set forth in Chapter 11 of the Turabian Manual.	Does not meet Chapter 11 requirements for grammar and written accuracy (five or more areas of deficiency). Re-writing is necessary.	Provides some proper grammar and written accuracy but lacks precision in three or more areas as outlined in Turabian, Chapter 11. Needs correction of problem areas.	In general, grammar and written accuracy are evident in most areas as outlined in Turabian, Chapter 11 . Minor corrections are needed.	Grammar and written accuracy are excellent in all areas with very minimal edits.	
3. Writer's voice: Meets program standards for voice and tone as outlined in Chapter 3 of the Turabian Manual.	The voice and tone is "preachy", overly opinionated, or self-focused, and research is biased. Requires extensive revisions.	The voice and tone are developing but lack in one or more areas such as self-focus or biased language. Further refinement is needed.	The voice and tone are well developed in most areas and appropriate for analytical/academic discourse. Needs very minor editing.	The voice and tone are consistently thoughtful and analytical and reasoning is expressed in unbiased language.	
4. Organization and coherence: Meets standard organizational elements of academic writing including introduction, body, and conclusion; usage and definition of key terms; and transitions from one paragraph or section to the next as set forth in Chapter 9 of the Turabian Manual.	Lacks overall organization, paragraph coherency, key terms, and transitions from one paragraph or section to the next. Extensive rewriting is required.	Lacks strong organization of expression and coherency in one or more areas such as flow of thought, use of key terms, and transitions. Needs further refinement.	Exhibits organization of expression and coherent flow of thought. Minor development is needed in the use of key terms or transition between paragraphs. Needs minor editing.	Excels in organization, coherency, and a well developed flow of thought. Key terms and transitions are utilized to help the reader to make appropriate connections from one section to the next.	

Adapted from: Peirce, William. 2006. *Designing Rubrics for Assessing Higher Order Thinking*. Largo, MD: Prince George Community College. http://edweb.sdsu.edu/triton/july/rubrics/Rubric_Template.html [accessed 9/11/2008]. "Fair use" established by Marc Lindsey, WSU Press copyright officer on Jan. 8, 2009. <http://academic.pg.cc.md.us/~wpeirce/MCCCTB/Designinrubricassessinethinking.html>

B.4.d. 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 10% for the each week's lateness. This same policy will also apply to scheduled examinations or tests. Student may petition the academic dean in writing for an exception to this policy.

B.4.e. Late Work at the End of a Term

Any extension of time beyond the schedule found in the course syllabus will be granted only for serious illness or death of a family member presented to the professor via the Extension Request Form on or before the final class session, and in the case of a one-week intensive course, the due date of the final projects. The professor, the academic dean, and the registrar must approve this petition. The grade will be recorded as **I** (Incomplete), and if the student's request is granted, the student has four (4) weeks following the end of the trimester, as indicated on the academic calendar, to submit their completed work. Students who do not submit their completed work before the end of the extension will receive an **F** for their uncompleted work, which will be factored into the student's course grade. Students may submit an appeal to the academic dean regarding their extenuating circumstances.

B.4.f. Make-up Work

Make-up work will be expected for all absences. It is the student's responsibility to make arrangements for receiving the make-up assignment and to complete the work within 14 calendar days from his or her return to class. If the make-up work is not completed within the allotted time, the student's course grade will be reduced according to the policy for late work or the student may be involuntarily withdrawn (**WF** or **WP**) from the course.

B.4.g. Extension Requests

Students who need to request an extension of time to complete their coursework should refer to the General Academic Policies section of the catalog for further information.

B.5. Change of Program

There are occasions when a student's call becomes more clearly defined once they've taken some courses. In the event that a student wishes to change programs, students are advised to consult with the registrar to see how the curriculum of the two programs compares. Once the student has reached a final decision about changing to a different program, they will be required to submit to the registrar a letter of petition (addressed to the faculty) which outlines the student's reasons for desiring a program change. The petition is presented to the faculty by the registrar on behalf of the student at its next scheduled meeting. The registrar sends the student written verification of the faculty action.

C. Student Employment

WTS delivers courses in a manner which 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 of 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. However, a variety of job openings are posted on the Ministry Opportunity site on the Winebrenner webpage. In addition, the seminary occasionally invites students to serve as graduate student assistants, based on the rationale found below.

C.1. Graduate Student Assistantships

- WTS faculty and students benefit one another and the seminary as they engage in collaborative research projects and teaching assignments.
- Theological research and reflection nurture the vision of academic excellence and critical thinking in the seminary and our sphere of influence.
- Research and writing expand the theological 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.

WTS faculty may apply for a graduate student to assist them in a research project or teaching assignment. Criteria for evaluating candidates for a graduate student assistantship (GSA) are: 1) completion of 30 credit hours at WTS, 2) aptitude for research and/or teaching, 3) recommendation by two WTS faculty members, and 4) minimum grade point average of 3.7 at WTS.

Faculty members complete and submit the *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, as in the case of independent research projects.

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 or the required CM 786 Supervised Ministry credits. 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. Students receiving Supervised Ministry credit must, in addition, complete the POM Stage II (with appropriate fees charged).
- A student is only invited to serve as teaching/research assistant for a course which has already been successfully completed for credit; no further credit will be granted. Instead, a stipend per 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 grades for enrolled students at the end of the term.

Students are limited to six GSA credit hours. An annual grant limit of nine credit hours of GSA is available for the entire seminary during an academic year.

II. Student Services

A. Academic and Personal Advising

Academic advising is coordinated and provided by the vice president of academic advancement (academic dean) and registrar. Students should contact the registrar to clarify academic scheduling questions.

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

Academic counseling and assistance is offered to students by the office of student services. Students may be referred by instructors or seek assistance on their own. Contact information is available through the website directory.

The office hours of advisors are posted on their office doors or individual appointments may be made.

B. 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 bulletin boards adjacent to their office doors. These are times set aside for students to make appointments with faculty members as needed. It is recommended that students make appointments in advance. This is helpful in two ways: 1) it preserves the time for the student and thereby avoids having several students waiting to see the faculty member, and 2) it enables the faculty member to efficiently plan his or her time. Occasionally, unexpected business may make him/her unavailable during a scheduled office hour time. Contact information is available in the website directory and on individual course syllabi.

C. Student Resources

WTS Student Resources is a Blackboard organization to which enrolled students are given rights by the student support 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, semester syllabi, the catalog/handbook, announcements and seminary newsletter archives, as well as a number of instructional

papers and video modules on research methods and the Turabian writing style. The site is also used as a core component in orientation courses.

D. Counseling Guidelines

The seminary chaplain is available for spiritual and emotional counseling of students. Students are encouraged to contact the chaplain with any issues that arise. Contact information is available through the website directory.

There are times when clinical counseling is needed in order for a person to effectively prepare for ministry. Counseling is most effective when the counseling style meets the need 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 The University of Findlay Counseling Services Center will be utilized.
- If need exists beyond the tenth session, a request will be considered by the academic dean. 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 (10) counseling sessions, during a student's academic career at the Seminary.
- 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.

E. Student's Right of Access

Under the Family Education Rights and Privacy Act of 1974, as amended (FERPA), a student who has matriculated has the right to view any materials in her or his student files that do not bear a signed waiver of their right. An appointment must be made in advance with the registrar's office to review one's own student file. Students also have the right to appeal or challenge contents of their education records which they consider to be inaccurate, misleading, or otherwise in violation of their privacy or other rights (this does not include the right to challenge grades assigned by faculty).

The following items may be examined: application, transcripts, and any other pertinent information. The registrar will make the file available to the student upon request and will remain in the room while the file is examined. No copies of materials in the file may

be made by the student. Winebrenner Theological Seminary will not release information from students' permanent files to any other institution, agency, or person.

III. CAMPUS AND FACILITIES

A. Student ID

All students (on campus and those in a program requiring a residency requirement) will obtain an Oiler OneCard photo ID. Students enrolled in IS 510 Foundations in Theological Studies will fulfill this requirement in the orientation portion of the class; other students should contact the office of student services for further instruction on how to obtain an Oiler OneCard. 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.

B. Print and Copy Services

WTS policy does not allow for the printing of student materials at the student's request. Students may access printers through UF campus computer labs using their Oiler OneCard, which allows limited printing for free. Copiers are available in Shafer Library for student use. CopyMate® cards, which reduce the cost per copy, are available for purchase at the library circulation desk.

There currently is a print release station in Shafer Library. Students will need to install software from the UF website to print to the printer remotely. After installing the package the student will have a new printer named "Print Release Library" and can print to this printer like any other local or network printer. When off-campus, students will need to be connected to VPN to install this software.

After sending the print job students will need to release the job after logging into the print release station for it to print. Students will not be charge until the job is released. Print jobs are purged after 24 hours.

C. Library

The WTS Library materials are located in Shafer Library, directly across Frazer Street from the Winebrenner Seminary building. WTS materials 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.

The Winebrenner library provides a variety of collections and services that promote the learning and research activities of students and faculty. Print and online resources are available to meet the information needs of library users. Users have the ability to borrow materials from a pool of over 47 million items owned by other OhioLINK institutional libraries. A selection of electronic research databases, including a variety of full-text

resources, is available on campus or through remote access. Further information may be found on the seminary's web site: www.winebrenner.edu.

Instructional materials are available in the library folder on Blackboard 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.

D. Meals

Food service on the UF campus is available to WTS students. Options are:

- Pay as you go—just use cash!
- The Orange plan—any 10 meals in Henderson Dining Hall (all you can eat) during the fall or spring terms, pre-paid on the Oiler OneCard.
- Findlay Munch Money—prepaid cash account incorporated into the Oiler OneCard; may be used at on-campus locations including: The Cave (located in the Alumni Memorial Union), Henderson Dining Hall, Café a la cart (Davis Street Building), and Derrick's (in Koehler Fitness and Recreation Center). Munch Money is also accepted at the George House and several other local restaurants (see UF website for more options).

If interested in The Orange Plan or Findlay Munch Money, contact the dining service office in Deming Hall (419/434-4542).

E. 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 pre-paid. If interested, contact the UF business office (419/434-4690).

F. Student Lounge

A kitchen area (refrigerator, microwave, and sink) in the Student Lounge on the first floor of the seminary is available for student use. A beverage vending machine is also available in the lounge area. Recycling bins are available in this area; WTS encourages recycling.

G. Mailboxes

Any item in a seminary mailbox is considered private and confidential. However, since mailboxes may be accessed by the general public, it is recommended that items of value not be left in mailboxes. The seminary is not responsible for mailbox contents.

Student mailboxes are located in the vending area and are accessible when the building is unlocked. At the beginning of each trimester students are assigned a mailbox which they are responsible to check on a regular basis. Graded assignments, mail, and messages may be delivered in these mailboxes.

Faculty and staff mailboxes are not accessible to students. Materials for faculty and staff may be given to downstairs staff or the academic advancement coordinator during normal business hours, for delivery to the appropriate person. After hours such items may be placed in the locked drop boxes outside of the office pods on the first and second floors. To expedite delivery to the correct person, students are asked to clearly mark the name of the person to whom the mail is to be delivered on the cover page.

H. Parking

Students wishing to park their vehicles in campus parking lots must be registered with the 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.

The parking hanger must be displayed on motorcycles, motorbikes, or other types of motor vehicles and in automobiles it must be hung from the rearview mirror, so that it can be easily seen.

Green lined spaces are to be used by commuting students. Yellow lined spaces are reserved for faculty and staff. White lined spaces are reserved for resident students and blue lined spaces are reserved for handicapped parking. The responsibility of finding legal parking spaces rests with the vehicle operator. Lack of space is not considered a valid excuse for violation of these regulations. Tickets will be issued by UF security.

I. Security

Winebrenner Theological Seminary 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; reporting suspicious activities; and 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.

I.1. Campus Security Authority

Winebrenner has a working relationship with The University of Findlay (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 seminary rules and regulation, 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.

I.2. Crime Statistics and Reporting

With the passage of Campus Security Act of 1990 (Public Law 101-542) Winebrenner Theological Seminary will publish and distribute annually the campus security policy and a crime statistic report to all current students and employees. (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.

I.3. How to Learn About Campus Safety and Security

Students can review this information on The University of Findlay's security office website.

I.4. Crime Prevention and Safety Programs

Programs offered annually in conjunction with The University of Findlay and the Findlay City Police Department includes: home security, personal safety, sexual offense prevention, drug awareness, and gangs.

IV. POLICIES

A. Inclement Weather

All weather related announcements will be posted on the www.winebrenner.edu home page. Students may also call 1-800-992-4967 or 419-434-4200 to listen for a voice mail message.

B. Responding to Illness in the Classroom

Life Threatening Illness: Practical procedure for a serious classroom illness is to call 911. Campus Security should be notified (419-434-4799) after the 911 call is complete, so that they are aware of emergency responders on campus. They will also respond; all campus security personnel are trained in CPR, first aid, and defibrillators (AED). There are several AEDs located throughout the campus; the closest one to Winebrenner is found in the Alumni Memorial Union.

Non-Life Threatening Illness: Practical procedure for common classroom illness such as the stomach flu is to call Campus Security; they will notify the proper maintenance department for clean-up as needed, and clear and close off the affected area immediately. Students may be directed to the Cosiano Health Center on campus (located at 120 Foulke St. – ext. 4550). Any student or staff, regardless of insurance status may use the health center free-of-charge. The health center can provide general health assessments, numerous diagnostic tests, wound care, first aid, and physicals, as well as referrals to local specialists. The Health Center is staffed daily by three registered nurses and a physician. No appointment is needed to see a nurse. Physician hours are by appointment. They are open Monday-Friday, 9 a.m.-4 p.m. during the regular UF academic year. After hours, directions should be given to Blanchard Valley Hospital ER (South Main Street) or Physicians Plus/Urgent Care (locations on North Main Street and next to Cracker Barrel at I-75).

C. FERPA

In accordance with the *Family Educations Rights and Privacy Act of 1974* (FERPA), as amended, Winebrenner Theological Seminary (WTS) is restricted from releasing student information to third parties, with the exception of directory information (name, address, phone, email address, and program) which may be disclosed without the student's knowledge. WTS does, on occasion, receive requests for additional student information (primarily financial accounts or academic progress), and students **MUST** complete this form regarding access to such information by third parties. Form can be found at: <http://www.winebrenner.edu/CurrentStudents/RegistrarsOffice.aspx>

D. Policy for Students Experiencing a Federal Agency Required Deployment

In the event of a required federal agency deployment of fourteen (14) days or less:

The student will:

- Advise the course professor by email or phone of the anticipated deployment and the 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 fourteen (14) day extension to the student's course work.
- Not make any deduction for missed course dates or Blackboard 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 registrar of a deployment extension in order to extend the due date for final grade.

In the event of a federal agency required deployment of more than fourteen (14) days:

The student will:

- Advise the course professor and the Office of the Registrar by email or in writing of the anticipated deployment and the duration of same.
- Provide a copy to the Office of the Registrar of the official deployment notice.

The office of the registrar will:

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

E. Drug/Alcohol Prevention Program Guidelines

The possession, distribution, cultivation, or use by any student or employee of any illicit drug is prohibited on Winebrenner Theological Seminary controlled property and as part of any of its activities. The use or possession of alcoholic beverages is prohibited on the

campus and on seminary owned property and as a part of any of the seminary's activities, whether on or off the campus. The complete Drug/Alcohol Prevention Program Guidelines may be obtained through the office of human resources.

F. Harassment Policy

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.

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 vice president of institutional advancement. Should any student have a question concerning this policy, they should contact the vice president of academic advancement. The complete Harassment Policy may be obtained through the office of human resources.

NOTES:

Student's Acknowledgement of Understanding:

I, _____,
print student's name

acknowledge that I have read and understand the Winebrenner Theological Seminary catalog and student handbook and agree to abide by the policies contained within.

Signed _____ Date _____

Please complete and remove this page, and submit it to the academic advancement coordinator.