# WINEBRENNER
## THEOLOGICAL SEMINARY

# 2026-2027 Catalog



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

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

## Utilizing this Catalog

This catalog contains a comprehensive listing of administrative and academic guidelines effective Fall 2026-2027. These guidelines have been established to support and promote an optimal learning environment within all Winebrenner programs of study and across all Winebrenner learning locations. Students are responsible for becoming familiar with the detailed contents of this Catalog and for living and learning within the letter and spirit of the guidelines as they attend class, interact with other students, with the faculty and staff of the Seminary, or participate in any Seminary-related activity.

Because certain requirements change from year to year, students are subject to the curriculum requirements in effect at the time they enroll. (Administrative and academic guidelines may change each year and apply to all students regardless of the academic year in which they entered seminary.) Winebrenner's academic calendar includes three 12-week trimesters. Each entry in the course description section includes the number of trimester 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.

Winebrenner Theological Seminary policies are intended to guide the many situations that arise, even occasionally. There may be a situation not covered by policy, or truly extenuating circumstances where the application of policy would violate the mission, vision, and/or values of the Seminary. Appeal may be made to the Chief Academic Officer who will confer with the Executive Director. Together they will decide on a case-by-case basis (not precedence setting), potentially utilizing others in the process (faculty, staff, Seminary President, and/or Board of Trustee members). Such decisions will be guided by the spirit of the policies contained herein, the Winebrenner mission, vision, and values.

The policies in this Catalog go into effect August 1, 2026.

Winebrenner Theological Seminary
950 North Main St., Findlay, OH 45840
Phone: 419-434-4200
Website: winebrenner.edu
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# Board of Trustees

**Class Trustees:**

2027
Craig Cramer
Port St. Lucie, FL

Bob Fall
Alma, MI

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Mt. Cory, OH

2028
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Woodville, OH

Barbara Bobula
Latrobe, PA

Michael Carr
Toledo, OH

Trent Grable
Columbia City, IN

Nancy Hiser
Cygnet, OH

**Trustees by virtue of office and elected directly by CGGC Administrative Council:**

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Findlay, OH

Kendall D. Hughes
Park Hills, MO

Philip J. Scott
Latrobe, PA

**Class Trustee Emeriti:**

2026
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James Monticue
Markleton, PA

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# Faculty



**Dr. James Ellis III**
*Assistant Professor of Practical Theology*
*Master of Arts in Practical Theology Advisor*

University of Maryland, BA, 2002;
Truett Theological Seminary-Baylor, MTS, 2009;
Pittsburgh Theological Seminary, STM, 2010;
Western Theological Seminary, DMin, 2020;
Winebrenner Theological Seminary (2024).



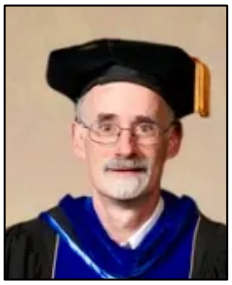
**Dr. Mary Steiner Iiames**
*Associate Professor in Clinical Counseling*
*Master of Arts in Clinical Counseling Director*

Bluffton College, BA, 1988;
Bowling Green State University, MEd, 1992;
The University of Toledo, PhD, 2000;
Winebrenner Theological Seminary (2017).



**Dr. Kathryn Helleman**
*Associate Professor of Christian Thought*
*Director of Organizational Assessment and Accreditation*
*Doctor of Ministry Director*

University of Waterloo, BA, 1990;
Winebrenner Theological Seminary, MDiv, 2006;
Winebrenner Theological Seminary, DMin, 2015;
Winebrenner Theological Seminary (2008).



**Dr. James P. Sweeney**
*J. Russell Bucher Professor of New Testament*
*Master of Divinity Advisor*

Roberts Wesleyan College, BA, 1989;
Gordon-Conwell Theological Seminary, MA, 1993;
Trinity International University, PhD, 2000;
Winebrenner Theological Seminary (2010).



**Dr. Imac Reynaga Holmes**
*Assistant Professor in Clinical Counseling*

Cairn University, BS, 1989
(formerly Philadelphia College of Bible);
Cairn University, MS, 2004;
Argosy University, EdD, 2013;
Winebrenner Theological Seminary (2024).



**Lauren White**
*Instructor in Clinical Counseling*

Xavier University, BA, 2014;
Xavier University, MA, 2018;
University of Cincinnati, PhD candidate, 2026;
Winebrenner Theological Seminary (2025).

**Dr. M. John Nissley**
*Senior Fellow Faculty*
Pennsylvania State University, B.S., 1974;
Grand Rapids Baptist Seminary, M.R.E., 1983;
Bethel Theological Seminary, DMin, 2000;
Winebrenner Theological Seminary, MDiv, 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, MDiv, 1972;
Fuller Theological Seminary, Ph.D., 1978;
Fulbright Fellow, 1990;
Winebrenner Theological Seminary (1976).

**Dr. C. George Fry**
*Distinguished Professor of Church History and Biblical Studies Emeritus*
Capital University, B.A., 1958; B.D., 1962; MDiv, 1977;
The Ohio State University, M.A., 1961; Ph.D., 1965;
Winebrenner Theological Seminary, DMin, 1978;
Cranmer Seminary, D.D., 2001;
Holy Trinity College and Seminary, S.T.M., 2002;
Winebrenner Theological Seminary (1999).

## Adjunct Instructors

Dr. Michael Carr, EdD, DMin
Dr. Annie M. Dimond, PhD
Dr. J. Robert Douglass, PhD
Dr. Andrew Draper, PhD
Cheryl Englehart, MACC, LPCC-S
Dr. Katie Erickson, DMin
Dr. Robert J. Guy, PhD
Dr. Martin Johnson, DMin
Dr. Robby Kagarise, PhD
Dr. Larry Lain, DMin
Evelyn Mahas, MACC, LPCC-S
Dr. Karen McGibbon, PhD, DMin
Dr. Teresa Reiger, PhD
Katrina Rinker, MACC, LPCC-S
Easton Rudasill, MA, EdS
Dr. Brent C. Sleasman, PhD
Dr. Tracee Swank, DMin

# Endowed Academic Chair

***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 contributed funds to establish the Bucher Chair of New Testament Studies in honor of his late wife and parents. Former students and friends also contributed to the endowment fund. Dr. A. J. Mattill was the first person appointed to the Bucher Chair in 1965. Dr. James Resseguie was the second person installed to the chair in 1979. Dr. James Sweeney was installed as the third chair in January 2016.

# WINEBRENNER VISION OF THEOLOGICAL EDUCATION

**Mission Statement**

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

**Statement of Faith**

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

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

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

**Vision Statement**

*Helping Christ-focused servants transform the world.*

**Core Values**

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

> **Centered on Christ and Rooted in Scripture**—focusing on the person and redemptive work of Christ as described in Scripture.
>
> **Rigorous Education of the Whole Person**—preparing leaders for a lifetime of innovative service in the Kingdom of God.
>
> **A Welcoming and Grace-Filled Community**—inviting the individual to embody Christ through the power of the Holy Spirit.

**2023-2028 Strategic Plan**

Three strategic priorities for 2023-2028 represent a highly integrated and shared understanding of our collective work at Winebrenner Theological Seminary.

The three strategic priorities for 2023-2028 are:

**Stewardship**

- *Utilizing the resources provided by God of time, talent, treasures, and relationships to honor Him and model all He desires.*

**Discipleship**

- *Modeling Christ's likeness in shepherding one another through holistic formation, inviting conversations, and alignment with the Word.*

**Collaboration**

- *Maximizing Kingdom impact by committing to community-building opportunities and creating meaningful, intentional partnerships.*

**Comprehensive Assessment Plan**
The institutional mission statement guides assessment at Winebrenner. Assessment is considered using the Curriculum-Wide Student Learning Outcomes (CWSLOs). The Comprehensive Assessment Plan (CAP) is implemented by the Director of Organizational Assessment and Accreditation. The CWSLOs are intended to foster vital qualities of knowing, being, and doing in all participants in Winebrenner graduate degree programs.

- The graduate makes decisions through a scripturally informed decision-making process.
- The graduate embodies Christ-likeness through professional dispositions.
- The graduate practices effective forms of communication in her/his ministry context.
- The graduate integrates personal reflection that leads to personal growth.
- The graduate aligns skills with principles to promote context transformation.
- The graduate engages in diverse intellectual preparation to be conversant with the larger world.

**Program Outcomes for all Degree Programs**
Like the Curriculum-Wide Student Learning Outcomes, each degree program has its own set of specific Program Outcomes. All students should become conversant with the Program Outcomes for their specific degree. The Program Outcomes are introduced at the beginning of the degree program (during IS 5100 Foundations for Seminary Studies), assessed at the midpoint of study (Progress Review/Pre-Practicum Review), and integrated more deeply during specially designed summative experiences during the final trimesters of study. Course Outcomes that describe and define the primary learning tasks of each course tie-in very closely with both the Program Outcomes of a specific degree as well as the Curriculum-Wide Student Learning Outcomes of the institution.

# GENERAL INSTITUTIONAL INFORMATION

**Location of Institution**
Findlay, Ohio 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 America's Promise Alliance as one of the "100 Best Communities for Young People" in the United States, and was recognized by *Site Selection Magazine* as the top micropolitan city in the country from 2014 to 2025—eleven years in a row. Findlay is located 45 miles south of Toledo, Ohio, just off Interstate 75. Ann Arbor, Columbus, Dayton, Detroit, and Fort Wayne are all within two hours driving distance. The campus is just nine blocks from the center of town, right on Main Street.

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

of musical, cultural, educational, and recreational experiences. Faculty have shared office space on campus but also keep an office at their homes.

### Continuing Education

Continuing education events provide relevant, in-depth instruction to alumni, clergy, and laity. Topics are consistent with the Seminary's vision and mission of equipping leaders for service in God's Kingdom and frequently serve to offer greater depth than can be given to a subject in the classroom. Continuing education events may include seminars, luncheons, or half-day events. Typically, a registration fee is charged for events of longer duration. Some continuing education events grant CEU (continuing education unit) credits using standard Carnegie hours (10 contact hours = 1 CEU). Please contact the event organizer for CEU details.

## Affiliations and Accreditation

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

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

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

### Higher Learning Commission (HLC)

Winebrenner Theological Seminary is accredited by the Higher Learning Commission (HLC) to offer the following degree programs: Master of Divinity, Master of Arts in Practical Theology, Master of Arts in Clinical Counseling, and Doctor of Ministry.

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

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

### Ohio Department of Higher Education (ODHE)

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

Ohio Department of Higher Education
25 South Front Street
Columbus, OH 43215
Phone: 614-466-6000  Fax: 614-466-5866

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

cacrep.org/program/auto-draft-150/
Council for Accreditation of Counseling and Related Educational Programs
1001 North Fairfax Street, Suite 510
Alexandria, VA 22314
Phone: 703-535-5990 Fax: 703-739-6209

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

Winebrenner is authorized under federal law to enroll non-immigrant international students but not those with F1 status.

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

nc-sara.org
National Council for State Authorization Reciprocity Agreements (NC-SARA)
3005 Center Green Drive, Suite 130
Boulder, CO 80301
Phone: 303-848-3275
Email: info@nc-sara.org

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

**Professional Licensure**
*Important Note for Students:* If a student is considering an online academic program that leads to a professional license, it is highly recommended that the student contact the appropriate licensing agency where you plan to seek licensure before beginning an academic program. NC-SARA requires that programs provide professional licensure disclosures but does not provide licensure reciprocity. (See website: https://winebrenner.edu/ma-clinicial-counseling-compliance-by-state/) Academic programs and individual graduates must meet standards set by that state's licensure requirements in order for a graduate to be eligible for a license.

# MASTER OF DIVINITY (MDiv)
# Program Advisor: 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 diligent study in three 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) Christian Thought, including the history of Christianity, theology, ethics, and the systematic study and articulation of the Christian faith; and (3) Personal and Ministry Formation, where one acquires needed dispositions and skills, and develops practical ministry proficiency.

**Program Outcomes for MDiv Graduates**
The Program Outcomes are introduced at the beginning of the degree program, assessed at the midpoint of study (Progress Review), and integrated more deeply during the Capstone experience. MDiv students should become familiar with these Program Outcomes.

- **Scripture and Christian Thought**: Implement the Judeo-Christian Scriptures and Christian tradition to inform decision-making and theological reflection.

- **Cultural Engagement**: Construct an informed Christian worldview as a framework for engaging contemporary challenges.

- **Wholistic Formation**: Pursue personal and spiritual maturity as a firm foundation for personal integrity and ethical behavior.

- **Servant Leadership**: Implement principles of leadership and communication to guide individuals and groups in diverse contexts to achieve appropriate goals.

**Description and Duration**
The MDiv is the traditional degree for preparation of men and women for pastoral ministry, chaplaincy, and parachurch ministries. Aside from any transfer credits, the MDiv is an 81-credit hour program. It could be completed in as early as 3 years, at a rate of three courses per trimester (9 trimesters), and needs to be completed in a maximum of 7 years (21 trimesters).

The Winebrenner design for its MDiv program has key distinctive features:
- The online, distance learning delivery system allows students to complete their program of study with a course schedule that provides the flexibility to continue their current ministry or employment.
- A spiritual formation emphasis is integrated throughout the curriculum by faculty who seek to live their theology. The MDiv program provides students with the opportunity for personal and professional transformation as leaders who serve the triune God and the church to change the world.

- Military Chaplaincy Candidates can complete the MDiv and satisfy the educational requirements of all branches of service. Students should verify the requirements of their chosen branch of service.
- Students pursuing non-military chaplaincy should verify requirements with the organization which provides credentialing. The MDiv fulfills the requirements of the Board of Chaplaincy Certification Inc. (BCCI). See also the Association of Professional Chaplains (APC). Winebrenner does not offer Clinical Pastoral Education units (CPEs) but refers students to the APC and the BCCI for information on moving toward chaplaincy certification.
- Supervised Ministry (SM) courses are an integral part of theological education, giving students in their final trimesters of study the opportunity to gain experience and hone ministry skills in an area of specific interest under the supervision of a mentor. SM provides the culminating, hands-on experience in which students learn to deal with a variety of demands and situations that are part of ministerial life by utilizing their skills and knowledge.

***Supervised Ministry***

Students nearing the end of their MDiv program of study must complete **three trimesters of 1 credit per trimester** Supervised Ministry in an approved setting. The student is expected to demonstrate personal and professional growth and to think critically about ministry, increasing their self-awareness, skill sets, and competence, based on a healthy theological self-identity. The requirement of Supervised Ministry (as supervised practical experiences) is required by our accreditor, the Association of Theological Schools (standard 4.4 of the 2020 ATS Standards addresses the curricular requirement).

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

A background investigation must be conducted before a student begins participation in Supervised Ministry. For more information, please see the full description of background investigations in this Catalog.

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

1. Students may complete Clinical Pastoral Education (CPE) in an ACPE accredited setting approved by the MDiv Program Advisor and CAO.
2. Students preparing for a military chaplaincy, who have chaplain candidate status, may complete chaplaincy practicum(s) with approval of the MDiv Program Advisor and CAO.
3. Students preparing for ministry or other adjacent careers will focus their Supervised Ministry courses in their intended area of current or future service. The objective of this immersive, field experience is to build confidence, insight, and experience while developing and expressing one's theological self-identity.

**Course Load**
At least six credit hours per trimester are required to be considered full-time. A student may choose to take additional degree-relevant credit hours based upon suggestions noted in the course sequence.

**Curriculum Plan**
The Master of Divinity program includes a core curriculum drawn from Biblical Studies, Church History, Integrated Studies, Christian Ministries, Theology, and Counseling. One thereby receives broad preparation for Christian ministry, whether in local church settings, chaplaincy expressions, or parachurch contexts.

*Course curriculum required of all MDiv students (81 credit hours). Unless otherwise indicated, the following courses are 3 credit hours each.*

Biblical Studies (30 credit hours)
- Hebrew Grammar
- Hebrew Exegesis
- Greek Grammar
- Greek Exegesis
- Studies in Paul
- Old Testament Foundations*
- Old Testament Elective (**Fall**)
- New Testament Foundations*
- New Testament Elective (**Summer**)
- Method and Practice of Biblical Theology+ (prerequisites marked with * must be met)

Christian Thought (21 credit hours)
- A Survey of the History of Christianity*
- Church History Elective (**Summer**)
- World Religions and Cultural Engagement (**Summer**)
- Interpreting God's World and Word
- Theology I+ (prerequisites marked with * must be met; cannot be taken out of sequence)
- Theology II+ (prerequisites marked with * must be met; cannot be taken out of sequence)
- Christian Ethics+ (prerequisites marked with * must be met; cannot be taken out of sequence)

Personal and Ministry Formation (27 credit hours)
- The Ministerial Person*
- Homiletics
- Christian Worship
- Supervised Ministry (1 credit per trimester for three trimesters—one academic year)
- Missions/Evangelism Elective (**Spring**)
- Counseling Elective (**Summer**; some **Fall** and **Spring**)
- Leadership Elective (**Spring**)
- Spiritual Formation Elective (**Fall**)
- Open Elective (taken at any time during the course sequence – please see History and Polity note below)

Integrated Studies (3 credit hours)
- Foundations for Seminary Studies* (1 credit hour) – required at the outset of study
- MDiv Capstone (2 credit hours) – required final **Summer** trimester (prerequisites + and * must be met)
- Additional Elective (3 credit hours)
  (The CGGC History and Polity course may be taken – *offered every other **Spring***)

## Requirements for Graduation

The Seminary will confer the Master of Divinity degree on students who complete the requisite 81-credit hours in the program with a minimum cumulative 3.0 grade-point average, have met the requirements for graduation, have been recommended by the faculty, are affirmed by the Board of Trustees, and have made all final tuition and graduation fee payments by July 20 prior to Commencement. Students who interrupt their study at Winebrenner by more than one year (three successive trimesters) must reapply for admission and will become subject to the requirements of the (then) current Graduate Catalog.

## Recognized Full-Time Course Sequences

To ensure ongoing progress in meeting the requirements of the program, it is important that students follow, as much as possible, the sequence of courses laid out in the three-year full-time MDiv schedule below. Failure to follow the course sequence will likely result in courses out of order, a missing course at the end of the degree program, and a probable delay in graduation. Please note that the MDiv degree curriculum contains only targeted elective options; it does not contain general or free electives. Students are welcome to take additional electives as long as such electives do not disrupt the sequence map. Students are duly cautioned.

*Three-Year, Full-Time MDiv Sequence:*

Please note that courses are only offered during the trimesters marked below and generally are only offered once a year. The actual course titles for electives occur on a rotation of 2, 3, or 4 years. Students beginning in the Spring or Summer may require 10 or more trimesters to complete this degree.

| AY | Fall *Sep–Nov (Dec)* | Spring *Jan–Mar (Apr)* | Summer *May–Jul (Aug)* |
|---|---|---|---|
| 1 | OT 5000 Old Testament Foundations **MON**<br>**IS 5100 Foundations for Seminary Studies **WED** **(4 class sessions, 5:00-6:00 pm)**<br>CM 5810 The Ministerial Person **TUE**<br>* Biblical Language Grammar **WED** | CH 5400 A Survey of the History of Christianity **THU**<br>Leadership Elective **MON**<br>* Biblical Language Exegesis **WED**<br>++ | NT 5200 New Testament Foundations **MON**<br>CH Elective **TUE**<br>Counseling Elective **TUE or THU** |
| | * All MDiv students will complete all four biblical language courses. The grammar and exegesis sequence for Hebrew and Greek alternate from one academic year to the next. Hebrew will be offered one year and Greek the next. **Starting Fall 2026 the biblical language courses now are held on Wednesday nights.** | | |
| 2 | OT Elective **MON**<br>IS 5150 Interpreting God's World and Word **THU**<br>* Biblical Language Grammar **WED** | CM 5860 Christian Worship **MON**<br>NT 6270 Studies in Paul **THU**<br>Missions/Evangelism Elective **TUE**<br>* Biblical Language Exegesis **WED**<br>++ | TH 6300 Method and Practice of Biblical Theology >> **MON**<br>CM 5840 Homiletics **TUE**<br>NT Elective **THU** |
| 3 | TH 6600 Theology I >> **TUE**<br>Formational Elective **MON**<br>CM 7860.1 Supervised Ministry ***TBA*** | TH 6610 Theology II >> **TUE**<br>TH 6640 Christian Ethics >> **MON**<br>CM 7860.2 Supervised Ministry ***TBA***<br>++ | TH/CH 6690 World Religions and Cultural Engagement **MON**<br>IS 7950 MDiv Capstone >> ***TBA***<br>CM 7860.3 Supervised Ministry ***TBA*** |

**IS 5100 Foundations for Seminary Studies is offered every trimester. It is required for all students during their first trimester. Orientation lessons open one month before the official start of the trimester. Four class sessions are held weeks 1, 3, 6, and 12.

++ Note: One elective of 3 credit hours is missing from the sequence map. When required IS 5870 CGGC History and Polity should be taken as this extra elective. Students are cautioned that IS 5870 is only offered *every other Spring*. If it is not required, you will need to find an additional general elective which may be taken at any point in your course map.

>> Prerequisites apply. See Course Description section.

Failure to follow the sequence can result in courses out of order, missing courses, and a delay in graduation.

## *Optional Four-Year, Full-Time MDiv Sequence:*

Please note that courses are only offered during the trimesters marked below and generally are only offered once a year. The actual course titles for electives occur on a rotation of 2, 3, or 4 years. Students beginning in the Spring or Summer may require 12-14 trimesters to complete this degree if the optional four-year sequence is chosen.

| AY | **Fall** *Sep–Nov (Dec)* | **Spring** *Jan–Mar (Apr)* | **Summer** *May–Jul (Aug)* |
|---|---|---|---|
| **1** | OT 5000 Old Testament Foundations **MON**<br>**IS 5100 Foundations for Seminary Studies **WED**<br>**(4 class sessions, 5:00-6:00 pm)**<br>CM 5810 The Ministerial Person **TUE** | CH 5400 A Survey of the History of Christianity **THU**<br>Leadership Elective **MON**<br>++ | NT 5200 New Testament Foundations **MON**<br>CH Elective **TUE** |
| | * All MDiv students will complete all four biblical language courses. The grammar and exegesis sequence for Hebrew and Greek alternate from one academic year to the next. Hebrew will be offered one year and Greek the next. **Starting Fall 2026 the biblical language courses now are held on Wednesday nights.** | | |
| **2** | OT Elective **MON**<br>* Biblical Language Grammar **WED** | CM 5860 Christian Worship **MON**<br>* Biblical Language Exegesis **WED**<br>++ | Counseling Elective **THU**<br>CM 5840 Homiletics **TUE** |
| **3** | Formational Elective **MON**<br>* Biblical Language Grammar **WED** | NT 6270 Studies in Paul **THU**<br>* Biblical Language Exegesis **WED**<br>Missions/Evangelism Elective **TUE**<br>++ | TH 6300 Method and Practice of Biblical Theology >> **MON**<br>NT Elective **THU** |
| **4** | IS 5150 Interpreting God's World and Word **THU**<br>TH 6600 Theology I >> **TUE**<br>CM 7860.1 Supervised Ministry ***TBA*** | TH 6610 Theology II >> **TUE**<br>TH 6640 Christian Ethics >> **MON**<br>CM 7860.2 Supervised Ministry ***TBA***<br>++ | TH/CH 6690 World Religions and Cultural Engagement **MON**<br>IS 7950 MDiv Capstone >> ***TBA***<br>CM 7860.3 Supervised Ministry ***TBA*** |

**IS 5100 Foundations for Seminary Studies is offered every trimester. It is required for all students during their first trimester. Orientation lessons open one month before the official start of the trimester. Four class sessions are held weeks 1, 3, 6, and 12.

++ Note: One elective of 3 credit hours is missing from the sequence map. When required IS 5870 CGGC History and Polity should be taken as this extra elective. Students are cautioned that IS 5870 is only offered *every other Spring*. If it is not required, you will need to find an additional general elective which may be taken at any point in your course map.

>> Prerequisites apply. See Course Description section.

Failure to follow the sequence can result in courses out of order, missing courses, and a delay in graduation.

Students are subject to the curriculum requirements in effect at the time they enroll. Administrative and academic guidelines may change each year and apply to all students regardless of the academic year in which they entered seminary.

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# MASTER OF ARTS IN CLINICAL COUNSELING (MACC)

## Program Director: Dr. Mary Steiner Iiames

**Mission Statement and Purpose**
The Master of Arts in Clinical Counseling Program equips individuals, utilizing Christian principles and evidence-based modalities, to become mental health counselors.

The program is designed to equip men and women to work in multiple settings (i.e. private practice, community mental health agencies, hospitals, government, and business settings) where they can help bring spiritual, emotional, and psychological wellness into people's lives. The objectives of the MACC program are to deliver a high-quality education required by the Council for Accreditation of Counseling and Related Programs (CACREP), and to prepare students to meet the requirements of their state/regional governing boards to become licensed as professional Clinical Mental Health Counselors.

**Program Objectives**

1. Graduates will demonstrate comprehensive knowledge of counseling theory, human and lifespan development, group dynamics, and evidence-based approaches to treatment planning and prevention across a broad range of mental, behavioral, and neurodevelopmental disorders.
2. Graduates will demonstrate the clinical skill to research, select, and apply evidence-based techniques, therapeutic interventions, and assessment instruments for diagnosis and treatment planning across individual, group, couple, and family counseling modalities.
3. Graduates will demonstrate awareness of and sensitivity to the social, cultural, and spiritual factors that shape the counselor, the client, and the therapeutic relationship, and will apply this understanding to promote equitable and effective outcomes.
4. Graduates will embody a professional identity as clinical mental health counselors, demonstrating understanding of counseling philosophy, ethical standards, and relevant legislation and regulatory processes, and applying this knowledge to professional practice, community engagement, and advocacy.
5. Graduates will demonstrate the ability to deliver, document, and coordinate clinical mental health counseling services across multiple delivery modalities, professional networks, and third-party systems.
6. Graduates will articulate a mature understanding of spiritual formation and demonstrate the practical, ethical, and respectful integration of spirituality into clinical practice, reflecting a Christian worldview consistent with Winebrenner's mission.

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

1. Have an undergraduate cumulative grade point average of 3.0.
2. Provide three recommendations (required in the application). Recommendations may not come from current students (or newly accepted applicants), nor from immediate family members.

3. Participate in an interview with the Program Director and/or other MACC faculty.
4. Provide a current resume.

**Transfer of Credits**
The MACC program may accept up to 15 credit hours of non-clinical work from non-CACREP programs and an additional 3 hours of religious heritage coursework for a total of 18 credits from accredited institutions where the grade assigned was a B- or better. The MACC program may accept up to 45 hours of coursework from a CACREP approved graduate program, which may include a religious heritage course from an accredited institution where the grade assigned was a B- or better. Clinical courses cannot be transferred in.

**Clinical Courses – [C]**
Clinical courses (8 total) are identified on the MACC program course listing and course sequence map. Clinical courses cannot be transferred in. When a student earns a grade lower than B- in a clinical course, the student must retake that course. The following are considered clinical courses: CC 5000 Introduction to Clinical Mental Health; CC 6150 Personality Assessment; CC 6050 Psychopathology; CC 6100 Diagnosis of Mental and Emotional Disorders; CC 6250 Treatment of Mental and Emotional Disorders; CC 7000 Practicum in Clinical Mental Health Counseling; CC 7050 Internship I in Clinical Mental Health Counseling; CC 7100 Internship II in Clinical Mental Health Counseling.

(See **Repetition of Courses** under **ACADEMIC STANDARDS**.)

**MACC Program Key Performance Indicators**
**for Clinical Mental Health Counseling (CMHC) graduate students**

1. **Knowledge:** *CMHC graduate students will*
   Demonstrate knowledge of human and lifespan development, group dynamics, counseling theories, etiology, clinical terms, evidence-based approaches in treatment planning and prevention for a broad range of mental, behavioral, and neurodevelopmental disorders.

2. **Skills & Practice:** *CMHC graduate students will*
   Demonstrate the ability to research, analyze, select, and utilize evidence-based techniques, therapeutic skills, and assessments for diagnostic and intervention planning purposes in individual, group, couples, and family counseling settings.

3. **Cultural Awareness:** *CMHC graduate students will*
   Demonstrate awareness and understanding of the impact of social, cultural, and spiritual factors that influence both the counselor, the client, and the therapeutic relationship and outcomes.

4. **Professional Identity:** *CMHC graduate students will*
   Embody a professional identity as a clinical mental health counselor through understanding and application of counseling philosophy, ethical standards, legislation, government policy, and regulatory processes relevant for professional practice, community engagement, and advocacy.

5. **Professional Practice:** *CMHC graduate students will*
   Employ strategies for interfacing and documenting work with multiple delivery modalities, networks, and third-parties to manage issues in clinical mental health counseling.

6. **Utilization of Christian Principles:** *CMHC graduate students will*
   Articulate an awareness and understanding of spiritual formation and the practical, ethical, and respectful integration of spirituality in counseling while demonstrating a Christian worldview.

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

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

**Description and Duration**
The Master of Arts in Clinical Counseling (MACC) is a 70-credit hour program which could be completed in a minimum of 3 years (9 trimesters) and must be completed in a maximum of 7 years (21 trimesters). The fundamental mission of the MACC is to educate and train counselors to promote the optimal functioning of individuals, families, groups, and communities. Built upon a solid foundation of knowledge, skills, and dispositions inherent to counseling those from diverse backgrounds, graduates will be able to translate research-validated practices and integrate biblical truth into effective strategies for individuals, groups, and families. Graduates will benefit from personal and professional growth opportunities as self-reflection, critical thinking, and constructive feedback are key components addressed in the program. All students will be assigned to a faculty member who will support and assist them throughout the program to ensure successful completion.

**Course Load**
A minimum of six credit hours per trimester is necessary to be considered full-time, but nine credit hours per trimester in the first two years of study and six credit hours per trimester in the final year of study are required to finish the degree program in three years. A student may choose to take additional degree relevant credit hours based upon suggestions noted in the course sequence. A student may apply to take courses out of sequence if they start in the Spring or Summer trimester. The student should alert their advisor of this desire. Applications for a change in sequence will be considered by the Program Director and Chief Academic Officer. Failure to follow the sequence can result in courses out of order, missing courses, and a delay in graduation.

**Practicum and Internship for MACC Students**
MACC program students must complete one 3-credit hour Practicum and two 3-credit hour courses in Internship. Full-time students will register for Practicum in their seventh trimester, for

Internship I in their eighth trimester, and for Internship II in their ninth trimester. Students must complete all practicum contact hours before they are permitted to register for internship.

**A background investigation** must be conducted before a student begins participation in Practicum or Internship. For more information, please see the full description of background investigations in this Catalog. Protect My Ministry does a full, seven-year, all locations investigation on the national, state, and court jurisdiction levels. If your state requires fingerprinting, Protect My Ministry cannot perform that search. Protect My Ministry is considered the industry standard for this kind of background investigation. Depending on your state of residence you may need to do additional steps using additional agencies to ensure you meet the required standards for internship status in your state.

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

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

MACC students will not receive their diplomas at Commencement unless their internships have been completed before the date of graduation, at the discretion of the CAO. Internship is considered complete when all Practicum and Internship paperwork is completed and filed with the Academic office as determined by the CAO.

**Professional Development for Students**

Developing a professional counselor identity is valued and instilled in MACC students at the commencement of their program. All students will be assigned to a faculty member who will support and assist them throughout the program to ensure successful completion. Students are required to join their state branch of the American Counseling Association (ACA) during their Introduction to Clinical Mental Health Course as part of professional identity development. They are encouraged to maintain memberships and become active members of these professional organizations as well as join other national associations such as ACA, NBCC, and ASERVIC throughout their program. Costs for these memberships are the student's responsibility and not included in course or program fees.

**Program Endorsement Policy**

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

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

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

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

The Program Director has an ethical mandate to refuse to endorse any student who meets the *ACA Code of Ethics* (most current edition) definition for student impairment (Section F.5.b.), regardless of qualifications (Section F.6.d.), for practicum, internship, and/or graduation clearance.

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**Curriculum Plan**

In fulfillment of standards from various accrediting bodies, including CACREP, ATS, and most state licensing boards (see note on following page), the MACC program includes the following:

*Course curriculum required of all MACC students (70 credit hours):*

MACC Requirements (64 credit hours):

IS 5100 Foundations for Seminary Studies
(Required in the first trimester of study; 1 credit.)

CC 5000 Introduction to Clinical Mental Health

CC 5050 Counseling Theories

CC 5121 Helping Skills

CC 5150 Human Growth and Development

CC 5200 Group Counseling (Prereq: CC 5050)

CC 5250 Career Counseling

CC 5300 Multicultural Counseling

CC 5500 Crisis and Trauma-Informed Care and Counseling

CC 5600 Counseling the Dying and Grieving

CC 5700 Family Counseling and Relations

CC 6000 Research and Evaluation

CC 6050 Psychopathology (Prereqs: CC 5000, CC 5050)

CC 6100 Diagnosis of Mental and Emotional Disorders (Prereqs: CC 5000, CC 6050)

CC 6150 Personality Assessment

CC 6200 Counseling Children and Adolescents (Prereqs: CC 5000, CC 6050, CC 6100)

CC 6250 Treatment of Mental and Emotional Disorders (Prereqs: CC 5000, CC 6050, CC 6100)

CC 6600 Addictions and Counseling
(Prereqs: CC 5000, CC 6050, CC 6100)

CC 6900 Legal and Ethical Issues in Counseling

CC 7000 Practicum in Clinical Mental Health Counseling (Prereqs: CC 5000, CC 5050, CC 5121, CC 5150, CC 5200, CC 5300, CC 5450, CC 6000, CC 6050, CC 6100, CC 6150, CC 6200, CC 6250)

CC 7050 Internship I in Clinical Mental Health Counseling (Prereq: CC 7000)

CC 7100 Internship II in Clinical Mental Health Counseling (Prereq: CC 7050)

The following electives may be offered as an additional coursework:

CC 6300.1 Human Sexuality and Clinical Counseling – *Residency Intensive* (1 credit)

CC 6300.2 Human Sexuality and Clinical Counseling – *Culmination* (2 credits)
(Prereq: CC 6300.1 or 6300.1OL

General Theological Education Requirements (Religious Heritage Courses) 6 credit hours:

| Biblical Studies (Choose one from the following) | Christian Thought (Required) |
|---|---|
| OT 5000 Old Testament Foundations **(Fall – MON** | IS 6950 Applied Theological Concepts for Clinical Counseling (**Spring – THU**) (designed for MACC) |
| CM 5810 The Ministerial Person **(Fall – TUE)** | |
| CH 5400 Survey/History of Christianity **(Spring – THU)** | |
| NT 5200 New Testament Foundations **(Summer – MON)** (or another course approved by the CAO) | |

Note: If required state/regional licensing courses are not offered in the MACC program, the program director will petition for related MACC courses to be approved by the student's state/regional licensing board. However, if the petition is denied, the student will be responsible for acquiring those courses from other institutions.

## Requirements for Graduation

The Seminary will confer the Master of Arts in Clinical Counseling degree on students who complete the 70 credit hours required in the program with a minimum cumulative 3.0 grade-point average. These students will have met the graduation requirements, are recommended by the faculty, are affirmed by the Board of Trustees, and have made all final tuition and graduation fee payments no later than July 20 prior to Commencement. Students who interrupt their study at Winebrenner by more than one year (three successive trimesters) must reapply for admission, repeat the MACC interview process, may be placed on a waitlist if a seast is not available, and will become subject to the requirements of the (then) current Graduate Catalog.

## Recognized Course Sequences

*Full-time, three-year MACC sequence:*

Please note that courses are only offered during the trimesters marked below and generally are only offered once a year. Failure to follow the sequence can result in courses out of order, missing courses, and a delay in graduation. Students beginning in the Spring or Summer may require 10-11 trimesters to complete this degree.

| AY | Fall *Sep–Nov (Dec)* | Spring *Jan–Mar (Apr)* | Summer *May–Jul (Aug)* |
|---|---|---|---|
| 1 | CC 5000 Intro to Clinical Mental Health **[C]** **THU**<br>CC 5121 Helping Skills **MON**<br>*IS 5100 Foundations for Seminary Studies **WED (4 evenings)**<br>CM 5810 (RHC – option) **TUE** | CC 5050 Counseling Theories **TUE**<br>CC 5150 Human Growth and Development **THU**<br>CC 5500 Crisis and Trauma-Informed Counseling **MON** | CC 5200 Group Counseling >> **TUE**<br>CC 6000 Research & Evaluation **MON**<br>CC 6050 Psychopathology **[C]** >> **THU** |
| 2 | CC 5300 Multicultural Counseling **THU**<br>CC 6100 Diagnosis of Mental and Emotional Disorders **[C]** >> **TUE**<br>OT 5000 (RHC – option) **MON** | CC 6250 Treatment of Mental and Emotional Disorders **[C]** >> **MON**<br>CC 6600 Addictions and Counseling >> **TUE**<br>CC 6150 Personality Assessment **[C]** **THU** | CC 6200 Counseling Children & Adolescents >> **MON**<br>CC 5600 Counseling the Dying and Grieving **TUE**<br>CC 5700 Family Counseling and Relations **THU**<br>**Residency Intensive: CC 6300.1 Human Sexuality in Clinical Counseling ***TBA*** |
| 3 | CC 6900 Legal and Ethical Issues **THU**<br>CC 7000 Practicum in Clinical Mental Health Counseling **[C]** >> **MON/TUE**<br>***Elective Course Culmination: CC 6300.2 Human Sexuality in Clinical Counseling >> ***TBA***<br>OT 5000 (RHC – option) **MON**<br>CM 5810 (RHC – option) **TUE** | IS 6950 Applied Theological Concepts for Clinical Counselors (RHC – Required) **THU**<br>CC 7050 Internship in Clinical Mental Health Counseling I **[C]** >> **MON/TUE** | CC 5250 Career Counseling **THU**<br>CC 7100 Internship in Clinical Mental Health Counseling II **[C]** >>**MON/TUE** |

*IS 5100 Foundations for Seminary Studies is offered every trimester. It is required for all students during their first trimester. Orientation lessons open one month before the official start of the trimester. Class sessions held Wednesday, weeks 1, 3, 6, and 12.

RHC = Religious Heritage Course: Take IS 6950 Applied Theological Concepts in Spring, Year 3, plus one other RHC course.

**This residency intensive course is offered each year for four days for 1 credit, Pass/Fail.
*** For those students wishing to complete the additional 2 credits for this elective course. (Must have taken CC 6300.1.)

**[C] = Clinical Course – transfer credit cannot be applied.**

>> Prerequisites apply. See Course Description section of Catalog.

Failure to follow the sequence can result in courses out of order, missing courses, and a delay in graduation.

*Optional full-time, four-year MACC sequence:*

Please note that courses are only offered during the trimesters marked below and generally are only offered once a year. Failure to follow the sequence can result in courses out of order, missing courses, and a delay in graduation. Students beginning in the Spring or Summer may require 13-14 trimesters to complete this degree.

| AY | **Fall** *Sep–Nov (Dec)* | **Spring** *Jan–Mar (Apr)* | **Summer** *May–Jul (Aug)* |
|---|---|---|---|
| 1 | CC 5000 Intro to Clinical Mental Health **[C]** **THU**<br>*IS 5100 Foundations for Seminary Studies **WED (4 evenings)**<br>OT 5000 (RHC – option) **MON** | CC 5150 Human Growth and Development **THU**<br>CC 5500 Crisis and Trauma-Informed Counseling **MON** | CC 6000 Research & Evaluation **MON**<br>CC 5600 Counseling the Dying and Grieving **TUE** |
| 2 | CC 5121 Helping Skills **MON**<br>CC 5300 Multicultural Counseling **THU**<br>CM 5810 (RHC – option) **TUE** | CC 5050 Counseling Theories **TUE**<br>IS 6950 Applied Theological Concepts for Clinical Counselors<br>(RHC – Required) **THU** | CC 5200 Group Counseling >> **TUE**<br>CC 6050 Psychopathology **[C]** >> **THU**<br>NT 5200 (RHC – option) **MON** |
| 3 | CC 5300 Multicultural Counseling **THU**<br>CC 6100 Diagnosis of Mental and Emotional Disorders **[C]** >> **TUE** | CC 6250 Treatment of Mental and Emotional Disorders **[C]** >> **MON**<br>CC 6600 Addictions and Counseling >> **TUE** | CC 6200 Counseling Children & Adolescents >> **MON**<br>CC 5700 Family Counseling and Relations **THU**<br>**Residency Intensive: CC 6300.1 Human Sexuality in Clinical Counseling ***TBA*** |
| 4 | CC 6900 Legal and Ethical Issues **THU**<br>CC 7000 Practicum in Clinical Mental Health Counseling **[C]** >> **MON/TUE**<br>***Elective Course Culmination: CC 6300.2 Human Sexuality in Clinical Counseling >> ***TBA***<br>OT 5000 (RHC – option) **MON**<br>CM 5810 (RHC – option) **TUE** | CC 6150 Personality Assessment **[C]** **THU**<br>CC 7050 Internship in Clinical Mental Health Counseling I **[C]** >> **MON/TUE** | CC 5250 Career Counseling **THU**<br>CC 7100 Internship in Clinical Mental Health Counseling II **[C]** >>**MON/TUE** |

*IS 5100 Foundations for Seminary Studies is offered every trimester. It is required for all students during their first trimester. Orientation lessons open one month before the official start of the trimester. Class sessions held Wednesdays, weeks 1, 3, 6, and 12.

RHC = Religious Heritage Course: Take IS 6950 Applied Theological Concepts in Spring, Year 3, plus one other RHC course.

**This residency intensive course is offered each year for four days for 1 credit, Pass/Fail.
*** For those students wishing to complete the additional 2 credits for this elective course. (Must have taken CC 6300.1.)

**[C] = Clinical Course – transfer credit cannot be applied.**

>> Prerequisites apply. See Course Description section of Catalog.

Failure to follow the sequence can result in courses out of order, missing courses, and a delay in graduation.

Students are subject to the curriculum requirements in effect at the time they enroll. Administrative and academic guidelines may change each year and apply to all students regardless of the academic year in which they entered seminary.

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**Informed Consent Statement—MACC**

All Winebrenner faculty members are dedicated to the educational, personal, spiritual, and professional growth and development of Winebrenner students. The MACC faculty are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both roles, it is the MACC faculty's responsibility to evaluate student competencies within the realm of professional counseling and pastoral ministry and to address any concerns regarding students' professional competence. Thus, please be aware of the following information regarding Winebrenner MACC courses:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective and ethical professional mental health counselor.
- Many MACC courses will emphasize self-awareness and self-exploration, as well as giving feedback to peers. Although uncomfortable at times, students are encouraged to be open to self-exploration, in recognition that counselors frequently ask clients to do the same. Additionally, professionalism, grace, self-control, and self-awareness are necessary when *giving* and *receiving* feedback from peers and instructors.
- At times, MACC classes may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional <u>reactions</u> to such experiential class activities and revealing information about one's personal history. Self-disclosure (i.e., the content and depth of personal information shared with others) of personal history is *not* required to successfully pass any course; however, students may be expected to share their <u>reactions</u> to experiential activities. Thus, it is each student's responsibility to determine *an appropriate level of self-disclosure <u>balanced</u> with reactions* in experiential learning activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to themselves, future clients, and/or others (including animals), the faculty member may take appropriate action in accordance with the state laws and the ACA Code of Ethics (current edition).
- Students often experience personal growth as they progress through the program. However, the courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor knowledge and skills.
- Although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the privacy and confidentiality of any such disclosures that are made. Additionally, please be advised that disregarding the privacy and confidentiality rights of classmates will not be tolerated and will be addressed according to the circumstances of the event.

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# MASTER OF ARTS IN PRACTICAL THEOLOGY (MAPT)
## Program Advisor: Dr. James Ellis III

**Purpose**
The Master of Arts in Practical Theology (MAPT) equips persons for servant leadership in relation to the Christian community's corporate life and practice. The degree seeks to develop general theological facility and practical skills required in various forms of ministry. The program is fully online, allowing students to remain engaged in their current local and congregational contexts.

**Program Outcomes for MAPT Graduates**
The Program Outcomes are introduced at the beginning of the degree program, assessed at the midpoint of study (Progress Review), and integrated more deeply during a summative experience towards the end of the degree studies. MAPT students should become familiar with these Program Outcomes.

- **Bible and Christian Thought –** The graduate will integrate the disciplines of biblical studies and Christian thought with practical Christian ministries.

- **Culture –** The graduate will cultivate the love of God and neighbor with attention to cultural and social issues, global awareness and engagement, and the multi-faith and multicultural nature of the societies in which the graduate may serve.

- **Formation –** The graduate will manifest growth in personal faith, professional ethics, emotional maturity, and moral integrity.

- **Leadership –** The graduate will expand practical skills to engage others relationally, communicate meaningfully, and cultivate leadership practices to lead in ecclesial, denominational, and public contexts.

**Description and Duration**
The MAPT is a 43-credit program which can be completed in a minimum of 2 years. The program is fully online. The program offers highly flexible training in traditional ministerial fields of study and can be tailored to correspond to one's experiences, interests, and calling within one's various contexts.

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

**Class Format**
Class format is synchronous, online class sessions through MS Teams meetings.

### Non-Military Chaplaincy

Students pursuing non-military chaplaincy should verify requirements with the organization which provides credentialing. Students are encouraged to view the website for the Board of Chaplaincy Certification Inc. (BCCI) as well as the Association of Professional Chaplains (APC). Winebrenner does not offer Clinical Pastoral Education units (CPEs) but refers students to the APC and the BCCI for information on moving toward chaplaincy certification.

## MAPT Curriculum Plan

### MAPT Requirements (10 Credits):

Foundations for Seminary Studies* (required during the first trimester of study)
The Ministerial Person*
Christian Ethics (prerequisites * must be met; cannot be taken out of sequence)
A Survey of the History of Christianity*

### Bible/Theology (15 Credits):

Theology I (prerequisites * must be met; cannot be taken out of sequence)
Theology II (prerequisites * must be met; cannot be taken out of sequence)
Interpreting God's World and Word
Old Testament Foundations*
New Testament Foundations*

### Cultural Engagement Electives (6 Credits):

Students will choose two electives from the grid below. (Course offerings or trimesters subject to change.)

| **Fall** *Sep–Nov (Dec)* | **Spring** *Jan–Mar (Apr)* | **Summer** *May–Jul (Aug)* |
|---|---|---|
| Offered every four years in rotation:<br>• CM 6500 Developing Disciples **MON**<br>• CM 6880 Spiritual Formation **MON**<br>• CM 6870 Formational Prayer **MON**<br>• CM 6550 Transformative Discipleship Practices **MON**<br><br>Offered every Fall:<br>• CC 5121 Helping Skills **MON** | Offered every other year in rotation:<br>• CM 5912 Transformational Communication for Leadership **MON**<br>• CM 5775 Church Management and Administration **MON**<br><br>Offered every other year:<br>• CM 5780 Forming Missional Leaders **MON**<br><br>Offered every four years in rotation:<br>• CM 5820 Intro to Christian Missiology **TUE**<br>• CM 6901 Our Disciple-Making Mission **TUE**<br>• CM 5870 Church Growth **TUE**<br>• CM 6880 Cross-Cultural Communication for Ministry **TUE**<br><br>Offered every Spring:<br>• CC 5150 Human Growth and Development **THU** | Offered every Summer:<br>• CC 5700 Family Counseling and Relations **THU**<br>• CC 5600 Counseling the Dying and Grieving **TUE**<br>• CM 5840 Homiletics **TUE**<br><br>Offered every Summer:<br>• TH 6690 World Religions and Cultural Engagement **MON** |

NOTE: At least two Cultural Engagement electives are offered each trimester. Students may take their Cultural Engagement electives at any time providing the MAPT sequence map is not disrupted causing required courses to be missed resulting in a delay in graduation.

MAPT Curriculum Plan – *continued*

**Supervised Ministry (3 Credits)**

Students nearing the end of their MAPT program of study must complete **three trimesters of 1 credit per trimester** Supervised Ministry in an approved setting under the supervision of a mentor. The student is expected to demonstrate personal and professional growth and to think critically about ministry, increasing their self-awareness, skill sets, and competence, based on a healthy theological self-identity. The requirement of Supervised Ministry (as supervised practical experiences) is required by our accreditor, the Association of Theological Schools (standards 4.4, 4.6, and 4.8 of the 2020 ATS Standards address the curricular requirement for an MA degree).

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

A background investigation must be conducted before a student begins participation in Supervised Ministry. For more information, please see the full description of background investigations in this Catalog.

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

1. Students may complete Clinical Pastoral Education (CPE) in an appropriate setting, (taken at an ACPE accredited CPE location) approved by the MAPT Program Advisor and CAO.
2. Students preparing for a military chaplaincy, who have chaplain candidate status, may complete chaplaincy practicum(s) with approval of the MAPT Program Advisor and CAO.
3. Students preparing for ministry or other adjacent careers will focus their Supervised Ministry courses in their intended area of current or future service. The objective of this immersive, field experience is to build confidence, insight, and experience while developing and expressing one's theological self-identity.

**Electives (9 Credits):**

Most 5000, 6000, and 7000 level courses are available. (See a sample list on next page.)

**Requirements for Graduation**

The Seminary will confer the Master of Arts in Practical Theology degree on students who complete the 43 credit hours required in the program with a minimum cumulative 3.0 grade-point average, have met the requirements for graduation, have been recommended by the faculty, are affirmed by the Board of Trustees, and have made all final tuition and graduation fee payments no later than July 20 prior to Commencement. Students who interrupt their study at Winebrenner by more than one year (three successive trimesters) must reapply for admission and will become subject to the requirements of the (then) current Graduate Catalog.

## Recognized Course Sequence

To ensure ongoing progress in the requirements of the program, it is important that students follow, as closely as possible, the sequence of courses laid out in the two-year MAPT schedule below. Failure to follow the sequence can result in courses out of order, a missing course at the end of the degree program, or a delay in graduation. Students are duly cautioned.

### Two-Year, Full-Time MAPT Sequence:

Please note that courses are only offered during the trimesters marked below and generally are only offered once a year. The actual course titles for electives occur on a rotation of 2, 3, or 4 years. Students beginning in the Spring or Summer will require a minimum of 7 trimesters to complete this degree.

| AY | Fall *Sep–Nov (Dec)* | Spring *Jan–Mar (Apr)* | Summer *May–Jul (Aug)* |
|---|---|---|---|
| 1 | **IS 5100 Foundations for Seminary Studies **WED (4 evenings)**<br>OT 5000 Old Testament Foundations **MON**<br>CM 5810 The Ministerial Person **TUE** | CH 5400 A Survey of the History of Christianity **THU**<br>Elective **MON or TUE**<br>++ | NT 5200 New Testament Foundations **MON**<br>Elective **TUE or THU**<br>Cultural Engagement Elective **TUE or THU** |
| 2 | IS 5150 Interpreting God's World and Word **THU**<br>TH 6600 Theology I >> **TUE**<br>CM 7860.1 Supervised Ministry ***TBA*** | TH 6610 Theology II >> **TUE**<br>TH 6640 Christian Ethics >> **MON**<br>CM 7860.2 Supervised Ministry ***TBA*** | Elective **MON, TUE, or THU**<br>Cultural Engagement Elective **TUE or THU**<br>CM 7860.3 Supervised Ministry ***TBA*** |

**IS 5100 Foundations for Seminary Studies is offered each trimester. It is required for all students during their first trimester. Orientation lessons open one month before the official start of the trimester. Class sessions are held on Wednesdays, weeks 1, 3, 6, and 12.

++Note: IS 5870 CGGC History and Polity may be taken as an additional elective for MAPT students seeking licensing or ordination in the CGGC. Students are cautioned that IS 5870 is only offered *every other Spring*.

>>Prerequisites apply. Course numbers underlined indicate prerequisites for Theology I, Theology II, and Christian Ethics.

**Failure to follow the sequence can result in courses out of order, missing courses, and a delay in graduation.**

### Three-Year, Full-Time MAPT Sequence:

Please note that courses are only offered during the trimesters marked below and generally are only offered once a year. The actual course titles for electives occur on a rotation of 2, 3, or 4 years. Students beginning in the Spring or Summer will require a minimum of 7 trimesters to complete this degree.

| AY | Fall *Sep–Nov (Dec)* | Spring *Jan–Mar (Apr)* | Summer *May–Jul (Aug)* |
|---|---|---|---|
| 1 | **IS 5100 Foundations for Seminary Studies **WED (4 evenings)**<br>OT 5000 Old Testament Foundations **MON** | CH 5400 A Survey of the History of Christianity **THU**<br>++ | NT 5200 New Testament Foundations **MON**<br>Elective **TUE or THU** |
| 2 | CM 5810 The Ministerial Person **TUE**<br>IS 5150 Interpreting God's World and Word **THU** | Elective **MON or TUE**<br>CM 7860.1 Supervised Ministry ***TBA*** | Cultural Engagement Elective **TUE or THU**<br>CM 7860.2 Supervised Ministry ***TBA*** |
| 3 | TH 6600 Theology I >> **TUE**<br>CM 7860.3 Supervised Ministry ***TBA*** | TH 6610 Theology II >> **TUE**<br>TH 6640 Christian Ethics >> **MON** | Elective **MON, TUE, or THU**<br>Cultural Engagement Elective **TUE or THU** |

**IS 5100 Foundations for Seminary Studies is offered each trimester. It is required for all students during their first trimester. Orientation lessons open one month before the official start of the trimester. Class sessions are held on Wednesdays, weeks 1, 3, 6, and 12.

++Note: IS 5870 CGGC History and Polity may be taken as an additional elective for MAPT students seeking licensing or ordination in the CGGC. Students are cautioned that IS 5870 is only offered *every other Spring*.

>>Prerequisites apply. Course numbers underlined indicate prerequisites for Theology I, Theology II, and Christian Ethics.

**Failure to follow the sequence can result in courses out of order, missing courses, and a delay in graduation.**

**Electives** (examples only – other courses may be available – courses subject to change)

MAPT students may use their 6 credits (2 courses) of Cultural Engagement electives and their 9 credits (3 courses) of general electives to focus their MAPT studies. For example, a MAPT student could design their electives in Leadership, Counseling, Biblical Studies, History, Formation, and Pastoral Ministry to create an individuaized focus or concentration within their degree. The focus of their Supervised Ministry courses could further enhance such a concentration.

CC 5121 Helping Skills **(Fa/MON)**
CC 5150 Human Growth and Development **(Sp/THU)**
CC 5500 Crisis & Trauma-Informed Counseling **(Sp/THU)**
CC 5600 Counseling the Dying & Grieving **(Su/TUE)**
CC 5700 Family Counseling and Relations **(Su/THU)**

CH 5410 The Early Church (100-500) **(Su/TUE)**
CH 5420 Medieval Christianity (500-1300) **(Su/TUE)**
CH 5425 Reformation, Counter-Reformation, and Beyond (1300-1800) **(Su/TUE)**
CH 5430 Christian Faith in the Modern Age **(Su/TUE)**

CM 5775 Church Management & Admin. **(Sp/MON)**
CM 5780 Forming Missional Leaders **(Sp/MON)**
CM 5840 Homiletics **(Su/TUE)**
CM 5860 Christian Worship **(Sp/MON)**
CM 5912 Transformational Communication for Leaders **(Sp/MON)**
CM 6500 Developing Disciples **(Fa/MON)**
CM 6870 Formational Prayer **(Fa/MON)**
CM 6880 Spiritual Formation **(Fa/MON)**

NT 5210 Greek Grammar **(Fa/WED – every other year)**
NT 5220 Greek Exegesis **(Sp/WED – every other year)**
NT 6260 Synoptic Gospels **(Su/THU)**
NT 6270 Studies in Paul **(Sp/THU)**
NT 6280 Gospel of John **(Su/THU)**
NT 6290 Book of Revelation **(Su/THU)**
NT 6310 Letters to Timothy and Titus **(Su/THU)**
NT 6320 Hebrews and General Epistles **(Su/THU)**

OT 5010 The Pentateuch **(Fa/MON)**
OT 5020 The Prophets **(Fa/MON)**
OT 6050 Psalter and Wisdom Literature **(Fa/MON)**
OT 6060 Hebrew Grammar **(Fa/WED – every other year)**
OT 6070 Hebrew Exegesis **(Sp/WED – every other year)**

Students are subject to the curriculum requirements in effect at the time they enroll. Administrative and academic guidelines may change each year and apply to all students regardless of the academic year in which they entered seminary.

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# DOCTOR OF MINISTRY (DMin)

## Program Director: Dr. Kathryn Helleman

**Purpose**

The Doctor of Ministry is an advanced, professionally oriented degree that prepares people more deeply for religious leadership in congregations, parachurch, non-profit, denominational, and other settings, including appropriate teaching roles. In our increasingly pluralistic culture, the focus of the program is on integrating critical thinking and theological reflection, enhancing leadership skills, and personal development through healthy discipleship practices as an individual and leader. Graduates will develop contextualized applications of their research in service of the church and the world.

**Program Outcomes**

The Program Outcomes are introduced at the beginning of the program, assessed at key points during study, and examined more deeply during the Project Writing and defense.

1. Advanced theological integration that helps graduates effectively engage their cultural context with theological acumen and critical thinking.
2. In-depth contextual competency that gives graduates the ability to identify, frame, and respond to crucial ministry issues both within contextual settings and in response to culture.
3. Leadership capacity that equips graduates to enhance their effectiveness as ministry leaders in their chosen settings.
4. Personal and spiritual maturity, and healthy practices of discipleship that enable graduates to reinvigorate and deepen their vocational calling.
5. Communication skills in verbal and written formats culminating in a written project and presentation demonstrating contribution to the Church.

**Description and Duration**

Winebrenner Theological Seminary's Doctor of Ministry is a 31-credit program intended to be completed in 3 years with optional writing continuation in years 4-6. The program is primarily online with 3-4 day intensives in the two summer trimesters preceding the writing phase. The doctoral project is written in the second half of the program upon successful completion of research and writing methods requirements.

**Program Elements**

1. Methodology courses provide practical and theoretical frameworks for the doctoral writing project.
2. Peer Learning and Practice courses provide exposure to diverse contexts and increased contextual competency.
3. Content courses aid in critical thinking, theological integration, leadership skills, and personal development as a disciple.
4. Project Research and Writing courses manage the writing phase of the program. The DMin Project requires each student to identify a research question, design, conduct, and report on their research, complete a written project of 100-130 pages in length plus unlimited front and back matter, and make a capstone presentation based on the research conducted.
5. Regular cohort video-conference meetings are hosted by the Program Director.

**Qualifications of Applicants**

- Applicants for the Doctor of Ministry degree program must meet the following prerequisites:
  - Applicants must possess an ATS accredited Master of Divinity (MDiv) degree. Students without an accredited MDiv degree need to possess an accredited Master's degree with a minimum of 51 earned credits in an area related to one's ministry setting or vocational calling. The following content areas must be reflected in the Master's degree completed (Biblical Studies and Interpretation, Theological and Historical Studies, Spiritual Formation, and Ministerial Studies).
  - Applicants with an earned, accredited MA degree who lack the required content areas must complete coursework to demonstrate competence in Biblical Studies and Interpretation, Theological and Historical Studies, Spiritual Formation, and Ministerial Studies. The coursework required will be identified on a case-by-case basis. Total graduate credits held between the earned MA degree/degrees and the 'leveling' coursework must total 51 earned credits for admission, with all courses at a B or better grade level.
  - All course work must be demonstrated by official transcript. All candidates admitted by MA Evaluation will be required to attend an interview with members of the Winebrenner faculty.
  - Applicants must give evidence of ability to do doctoral-level work as indicated by a minimum cumulative grade point average of 3.0 (on a 4.0 scale) at the graduate level.
  - Applicants must have three years of ministry experience. Applicants with less than three years of ministry experience may provide proof of alternative life experience for three or more years in other types of professional, business, and/or military service.
  - Applicants must be involved in a current ministry context and remain in ministry throughout the duration of their doctoral program. It should be noted that ministry settings beyond parish ministry, such as but not limited to chaplaincy, parachurch settings, educational settings, and denomination settings, are considered appropriate ministry contexts.

- The Admissions Committee may, at times, admit an applicant on probation with a cumulative GPA below 3.0. The reason for granting admission on probation is evidence presented by the applicant that their cumulative GPA does not necessarily reflect their 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, they will be dismissed from the program.

- Applicants are required to provide a recent research paper from a course at the Master's level. If none is available, an essay may be written.

- Applicant are required to provide two letters of reference (one professional, one academic).

**Note:** The DMin degree program requires a B- or better (80%) to receive credit for a course. (A course in which a C+ or less is received must be repeated.) A minimum cumulative 3.0 grade-point average must be maintained.

**Transfer of Credit**
Students qualified for admission into the WTS DMin program may be permitted to transfer DMin coursework from another ATS-accredited institution which may not exceed two-thirds of the program's total credits. Transfer from other terminal degrees is at the discretion of the Chief Academic Officer. Transfer credit requires a B- or better course grade.

**Advanced Standing**
In limited circumstances, students may be eligible for advanced standing not to exceed one-third of the program credits. Advanced standing requires a B+ or better course grade.

Recognized Course Sequence: 31-credit hour Doctor of Ministry Hybrid Model

**3-Year Map** (Content Courses may vary)

<table>
<tr><th>AY</th><th>Fall Sep–Nov (Dec)</th><th>Spring Jan–Mar (Apr)</th><th>Summer May–Jul (Aug)</th></tr>
<tr><td rowspan="3">Year One</td><td>IS 8425 Understanding the Missional Context (3 credits)</td><td>IS 8435 Designing the Missional Context (3 credits)</td><td>IS 8040 Healthy Spiritual Communities (3 credits)</td></tr>
<tr><td rowspan="2">IS 9005 Writing Methodology (2 credits)</td><td rowspan="2">IS 9000 Research Methodology (2 credits)</td><td>IS 8800 Peer Learning and Practice (1 credit)</td></tr>
<tr><td>TH 9020 Theological Reflection (2 credits)</td></tr>
<tr><td rowspan="3">Year Two</td><td>IS 8065 Integrated Models of Biblical Leadership for the Missional Context (3 credits)</td><td>CM 8710 Conflict Management and Resolution (3 credits)</td><td>IS 8440 Contemporary Theological Issues in a Pluralistic Culture (3 credits)</td></tr>
<tr><td rowspan="2">Student writes and presents Prospectus.</td><td rowspan="2">Student submits IRB application.</td><td>IS 8810 Peer Learning and Practice (1 credit)</td></tr>
<tr><td>IS 9000.1 Research and Writing (1 credit)</td></tr>
<tr><td>Year Three</td><td>IS 9000.2 Research and Writing (1 credit)</td><td>IS 9000.3 Research and Writing (1 credit)</td><td>IS 9100 Presentation and Final Project (2 credits)</td></tr>
<tr><td>Year Four optional</td><td colspan="3">Optional 4th Year.</td></tr>
</table>

*See Graduate Catalog for Doctor of Ministry Level Course Descriptions*

Students are subject to the curriculum requirements in effect at the time they enroll. Administrative and academic guidelines may change each year and apply to all students regardless of the academic year in which they entered seminary.

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**4-Year Map** (Content Courses may vary)

<table>
<tr><th>AY</th><th>Fall Sep–Nov (Dec)</th><th>Spring Jan–Mar (Apr)</th><th>Summer May–Jul (Aug)</th></tr>
<tr><td rowspan="2">Year One</td><td rowspan="2">IS 8425 Understanding the Missional Context (3 credits)</td><td rowspan="2">IS 8435 Designing the Missional Context (3 credits)</td><td>IS 8040 Healthy Spiritual Communities (3 credits)</td></tr>
<tr><td>IS 8800 Peer Learning and Practice (1 credit)</td></tr>
<tr><td rowspan="2">Year Two</td><td rowspan="2">IS 8065 Integrated Models of Biblical Leadership for the Missional Context (3 credits)</td><td rowspan="2">CM 8710 Conflict Management and Resolution (3 credits)</td><td>IS 8440 Contemporary Theological Issues in a Pluralistic Culture (3 credits)</td></tr>
<tr><td>IS 8810 Peer Learning and Practice (1 credit)</td></tr>
<tr><td>Year Three</td><td>IS 9005 Writing Methodology (2 credits)<br><br>(Student submits Prospectus)</td><td>IS 9000 Research Methodology (2 credits)<br><br>(Student submits IRB application)</td><td>TH 9020 Theological Reflection (2 credits)<br><br>IS 9000.1 Research and Writing (1 credit)</td></tr>
<tr><td>Year Four</td><td>IS 9000.2 Research and Writing (1 credit)</td><td>IS 9000.3 Research and Writing (1 credit)</td><td>IS 9100 Presentation and Final Project (2 credits)<br>or<br>IS 9010.1 Writing Contintuation (0 credit)</td></tr>
<tr><td>Year Five optional</td><td colspan="2">IS 9010.2-6 Writing Continuation (if required) (0 credit)</td><td>IS 9100 Presentation and Final Project (2 credits)</td></tr>
</table>

*See Graduate Catalog for Doctor of Ministry Level Course Descriptions*

**Independent Research**

A DMin student may request an Independent Research course from the Program Director by providing a written description of the desired area of research or study and the potential impact of the student's overall program of study. In consultation with the Chief Academic Officer, the Program Director will determine the appropriate number of credits for the work described. In consultation with the Chief Academic Officer, the Program Director will identify an instructor of record and ensure that learning outcomes developed are appropriate to the rigor of the degree. Finally, the student will be registered in the corresponding course (DM 8901–1 credit, DM 8902–2 credits, or DM 8903–3 credits). Students in the DMin program may not exceed six (6) credits of Independent Research or two total Independent Research courses regardless of credit value.

**Requirements for Graduation**

The Seminary will confer the Doctor of Ministry degree on students who complete the 31-credit hours required in the program with a minimum cumulative 3.0 grade-point average, submit a final copy of their project, complete a successful public defense of their project, have met the requirements for graduation, have been recommended by the faculty, are affirmed by the Board of Trustees, and have made all final tuition and graduation fee payments no later than July 20 prior to Commencement. Students who interrupt their study at Winebrenner by more than one year (three successive trimesters) must reapply for admission and will become subject to the requirements of the (then) current Graduate Catalog.

# COURSE DESCRIPTIONS

## Clinical Counseling

** *Clinical Counseling courses not labeled "MACC students only" are available for any Seminary student. Prerequisites apply to MACC students.* **[C]** = Clinical course.

**CC 5000 Introduction to Clinical Mental Health**
This course introduces students to the history of the counseling profession, professional issues and trends, theoretical orientations, practice settings and modalities, the mental health system, and professional identity and advocacy. *(3 hours, **MACC students only**)* **[C]**

**CC 5050 Counseling Theories**
This course provides an overview of counseling theories and examines the philosophical systems underlying those models. This course also examines the basic concepts of counseling such as definitions, interviewing, case conceptualization, clinical procedures, and other skills necessary to practice a variety of counseling theories and techniques in clinical settings. *(3 hours, **MACC students only**)*

**CC 5121 Helping Skills**
This course equips students with essential counseling skills such as attending, listening, focusing, reflecting, probing, confronting, goal setting, and challenging. This course has a practical lab experience. Within a small group, students will implement skills learned under the supervision of a small group instructor. Students will have multiple opportunities to utilize and develop counseling techniques in this course. *(3 hours)* (THIS COURSE IS REQUIRED FOR MACC AND IS A COUNSELING ELECTIVE FOR MAPT AND MDIV.)

**CC 5150 Human Growth and Development**
This course provides an overview of the various theories of human growth and development throughout the lifespan and their implications for counselors. Genetic/biological, physical, social/cultural, emotional, and intellectual bases of human development are explored. *(3 hours)* (THIS COURSE IS REQUIRED FOR MACC AND IS A COUNSELING ELECTIVE FOR MAPT AND MDIV.)

**CC 5200 Group Counseling**
This course provides students an opportunity to learn about group theory and techniques along with group dynamics and process through class discussion and via an experiential component. Students will examine group stages, types of groups, styles of leadership, and pre- and post-group assessment. Students will also gain competencies in designing, utilizing, and facilitating groups. Multicultural and ethical considerations will also be addressed as they pertain to groups. *Prerequisite: CC 5050 (3 hours, **MACC students only**)*

**CC 5250 Career Counseling**
This course presents a scaffold for understanding career development issues and stages. It equips students with skills to enable them to provide lifestyle and career assessments as well as assist clients with setting goals and implementing a plan of action. *(3 hours)*

**CC 5300 Multicultural Counseling**
This course trains students to be culturally competent by discussing the impact of culture on the counseling process as well as understanding cultural differences (e.g., race, gender, sexual orientation, SES, religion). This course prepares students to evaluate self-concept, forgiveness, and suffering from a client's perspective. *(3 hours)* ***(MACC students only)***

**CC 5500 Crisis and Trauma-Informed Care and Counseling**
This course will focus upon caring for individuals and groups who experience crises and/or traumatic events and the utilization of crisis and trauma theories and interventions. Practical skills including trauma informed care, risk assessments, safety planning, preliminary interventions, and follow up planning relevant to crises and traumatic events will be taught. The integration of medical, psychological, and spiritual approaches in counseling will be explored to assist helping professionals and clients in understanding the comprehensive nature of client difficulties and their treatment. *(3 hours)* (THIS COURSE IS REQUIRED FOR MACC AND IS A COUNSELING ELECTIVE FOR MAPT AND MDIV.)

**CC 5600 Counseling the Dying and Grieving**
This course provides an overview of the grief and loss cycle. Students will learn how to assist others who experience emotions produced by death and loss. The issue of the meaning of life in various contexts will also be addressed. *(3 hours)* (THIS COURSE IS REQUIRED FOR MACC AND IS A COUNSELING ELECTIVE FOR MAPT AND MDIV.)

**CC 5700 Family Counseling and Relations**
This course introduces students to systems theory, the dynamics of human relationships, and theories and techniques of marital and family counseling. Professional and legal issues in marital and family counseling will be addressed. Students will acquire skills taking family histories and integrating them in problem assessment and therapeutic interventions. *(3 hours)* (THIS COURSE IS REQUIRED FOR MACC AND IS A COUNSELING ELECTIVE FOR MAPT AND MDIV. BECAUSE IT INTRODUCES NEW THEORIES AND TECHNIQUES FOR COUNSELING, AND BECAUSE THERE IS NEED FOR CROSS-DISCIPLINARY COOPERATION WHEN HELPING FAMILIES, STUDENTS IN ALL DEGREE PROGRAMS SHOULD CONSIDER THIS COURSE AN OPPORTUNITY FOR ACADEMIC, PROFESSIONAL, AND PERSONAL GROWTH.)

**CC 6000 Research and Evaluation**
This course presents an introduction to counseling research methods. It will review research and evaluation processes, concepts of validity, issues of reliability, research designs, and common statistical tests. Students will learn to critique professional research articles, conduct simple quantitative and qualitative research, write a counseling research proposal, and translate research into practice. *Prerequisites: CC 5000 (3 hours,* ***MACC students only****)*

**CC 6050 Psychopathology**
This course describes specific aspects of personality theory and cultural and biological factors which contribute to an understanding of abnormal behavior and psychopathology as they affect a wide range of individuals from childhood through adulthood. *Prerequisites: CC 5000, CC 5050 (3 hours,* ***MACC students only****)* **[C]**

**CC 6100 Diagnosis of Mental and Emotional Disorders**
This course provides students with the basic concepts needed for proper assessment of various categories of human behavior described in the current edition of the "Diagnostic and Statistical Manual for Mental Disorders." This course incorporates theory (quantitative knowledge) and case studies (qualitative knowledge). An emphasis will be placed on the use of a diagnosis in the development of treatment plans. *Prerequisites: CC 5000 and CC 6050 (3 hours,* ***MACC students only)*** **[C]**

**CC 6150 Personality Assessment**
This course presents advanced concepts for the assessment of personality using objective assessment instruments. The course will also focus on the development, structure, administration, and interpretation of objective personality instruments. Practical and scientific aspects will be addressed. This course is designed to give students basic skills needed to administer, score, interpret, and report findings of objective personality tests. *(3 hours,* ***MACC students only)*** **[C] (PLEASE NOTE THE SECTION ON INFORMED CONSENT IN THIS CATALOG.)**

**CC 6200 Counseling Children and Adolescents**
This course prepares students to work effectively with children and adolescents by using assessment procedures specific to children and adolescents in diagnosis and treatment planning. Students will learn and implement various evidenced-based prevention and intervention strategies for counseling children and adolescents. *Prerequisites: CC 5000, CC 5450, and CC 6050 (3 hours,* ***MACC students only)***

**CC 6250 Treatment of Mental and Emotional Disorders**
This course presents students with methods used in the treatment and management of mental disorders including intake practices, mental status assessment, treatment planning, record keeping, referral procedures, and use of psychotropic medication. *Prerequisites: CC 5000, CC 5450, CC 6050, CC 6100 (3 hours,* ***MACC students only)*** **[C]**

**CC 6300.1, 6300.1OL Human Sexuality in Clinical Counseling –** ***Residency Intensive***
This course provides students with a model for addressing sexual issues in counseling. Students will learn about the theology of sexuality, the basics of sexual biology, psychology, sexual development, and sexual dysfunction. Intervention techniques will be introduced. Students will also be challenged in their own growth and development in this area. *(1 hour,* ***MACC students only****, may be offered on campus and online)*

**CC 6300.2OL Human Sexuality in Clinical Counseling –** ***Culmination***
*(Culmination of Residency Intensive)* This course provides students with a model for addressing sexual issues in counseling. Students will learn about the theology of sexuality, the basics of sexual biology, psychology, sexual development, and sexual dysfunction. Intervention techniques will be introduced. Students will also be challenged in their own growth and development in this area. *(2 hours,* ***MACC students only****, online)*

**CC 6600 Addictions and Counseling**
Students explore current developments in the field of addictions. The course addresses assessment, diagnosis, treatment planning, and interventions throughout the stages of misuse, abuse, and dependency. Students investigate issues related to addictive disorders in individuals and families. *Prerequisites: CC 5000, CC 5450, and CC 6050 (3 hours,* ***MACC students only****)*

**CC 6900 Legal and Ethical Issues in Counseling**
This course introduces students to ethical standards for the profession and to the research relevant to the ethical behavior of counselors in mental health settings. Students will learn important legal developments related to confidentiality, testing, research, and supervision. They will apply ethical and legal standards to complex cases through examination and utilization of ethical decision-making models. *(3 hours,* ***MACC students only****)*

**CC 6900.1-99 Specialized Studies in Clinical Counseling**
Select and specialized topics relevant to clinical counseling will be developed from time to time. May be offered in any trimester.

**CC 7000 Practicum in Clinical Mental Health Counseling**
This course provides field experience in a professional counseling setting with supervision from an on-site licensed Professional Clinical Counselor. *Prerequisites: CC 5000, CC 5050, CC 5121, CC 5150, CC 5200, CC 5300, CC 5450, CC 6000, CC 6050, CC 6100, CC 6150, CC 6200, and CC 6250 (3 hours,* ***MACC students only****)* **[C]**

**CC 7050 Internship in Clinical Mental Health Counseling I**
This course presents students with an opportunity of field experience under the guidance of an instructor and a licensed professional clinical supervisor. Internship gives students the opportunity to acquire further skills, experience, and other expertise as counselor trainees. The opportunities will enable students to apply their knowledge of learned techniques and counseling theories to help actual clients. Clinical skills will be honed by presenting them with observation experience and the ability to use skills such as assessment and diagnosis using the DSM 5, case conceptualizations, techniques, and presentation skills. They will have the opportunity under their instructor and clinical supervisor to practice case consultation. Students will also learn through feedback of their counseling abilities, strengths and weaknesses, and challenges to become a professional counselor. This course, by its nature, leads to an increase in self-awareness. *Prerequisite: CC 7000 (3 hours,* ***MACC students only****)* **[C]**

**CC 7100 Internship in Clinical Mental Health Counseling II**
This course is a continuation of Internship in Clinical Mental Health Counseling I. Students are under the guidance of an instructor and a licensed professional clinical supervisor. This course provides students with opportunities to further their knowledge. This course will also continue to assist students in developing and applying their skills in techniques, theory, assessment, case presentation, diagnosis (DSM 5). Further opportunities are given to students to identify their strengths, limitations, and challenges, and to assist in further self-awareness. *Prerequisite: CC 7050 (3 hours,* ***MACC students only****)* **[C]**

**NOTE:** MACC students are reminded that the following two Integrated Studies (IS) courses are also required courses in the MACC.

**IS 5100 Foundations for Seminary Studies** *(Required of all seminary students in the first trimester of study. Orientation lessons open one month before the official start of the trimester.)*
In this Seminary orientation course students demonstrate understanding of graduate level research, critical thinking, writing, and computer skills through completion of a series of in-class, out of class, and online assignments. They complete initial institutional requirements, are incorporated into the community, and demonstrate proficiency in using academic tools and facilities. *(1 hour)*

**IS 6950 Applied Theological Concepts for Clinical Counseling**
Our theological understanding of the nature of God, humanity, and ourselves shapes the praxis and integration of Christian faith in our counseling. This course will examine key issues in theology, including God, free will, the image of God, sin and salvation, spirituality, and community. Attention will be given to the ethical application of our understanding of theology to clinical mental health counseling. *(3 hours,* ***MACC students only)*** (THIS IS THE ONLY REQUIRED RELIGIOUS HERITAGE COURSE FOR THE MACC.)

## Church History

**CH 5400 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)* (THIS COURSE IS REQUIRED FOR MAPT AND MDIV AND CAN BE USED AS A RELIGIOUS HERITAGE ELECTIVE FOR MACC.)

**CH 5410 The Early Church (100-500)**
Students examine the development of the early church, including both the formulation of Christian doctrine and the formation of worship practices. Special attention is given to Christian responses to critique from pagans and heretics, internal strife over how to understand Christ's natures, the impact of Constantine, the development of spirituality, and the beginnings of the emergence of a centralized ecclesial authority. *(3 hours)*

**CH 5420 Medieval Christianity (500-1300)**
Students engage prominent themes of Christian thought and practice as articulated in the medieval period. These include missionary expansion in Europe, alterations to monasticism, lay piety, sacramental theology, engagement with Islam, the growth of mysticism, the construction and development of scholasticism, and attempts at reform and renewal prior to the outbreak of the Protestant Reformation. *(3 hours)*

**CH 5425 The Reformation, Counter-Reformation, and Beyond (1300-1800)**
Students trace the background and influences of the late Medieval background to the Protestant Reformation, the pivotal events and major figures of the Protestant Reformation and consequent branches, significant parallel movements, the Roman Catholic response to the Protestant Reformation, and the beginnings and early development of Christianity in North America. *(3 hours)*

**CH 5430 Christian Faith in the Modern Age (1800-)**
Students grapple with the complexities of modern Christian thought and practice as they have developed from and been influenced by the Protestant Reformation through the interweaving of two main narratives. The first narrative consists of the challenges to Western Christianity posed by European religious wars, the European Enlightenment, Romanticist reactions, and modernist impulses. The second narrative is the expansion and enculturation of Christianity throughout the world and its corresponding shift of epicenters from the Northern Hemisphere (Europe and North America) to the Southern Hemisphere. *(3 hours)*

**CH/NT/OT 5440 The Intertestamental Period**
An historical study of the Intertestamental Period with emphasis on readings from the literature of this period such as the Apocrypha, Pseudepigrapha, and the Dead Sea Scrolls and their contribution to our knowledge of history and the varieties of religious thought in the time between the Old and New Testaments. Students identify and describe the various genres of Intertestamental literature, placing sources into their proper historical, cultural, and religious contexts. Students discover ways that the Intertestamental literature provides important context for the New Testament. (This course may be taken for either a Christian History, Old Testament, or New Testament elective.) *(3 hours)*

**TH/CH 6690 World Religions and Cultural Engagement**
Students explore how religious traditions shape social practices and cultural identities. Students become conversant with contemporary expressions of influential religious traditions. *(3 hours)*
(THIS COURSE MAY BE TAKEN FOR CHRISTIAN HISTORY CREDIT – CH 6690, OR THEOLOGY CREDIT – TH 6690.)

**CH 6900.1-99 Specialized Studies in Church History**
Select and specialized topics relevant to studies will be developed from time to time. May be offered in any trimester.

**CH 7180, 7190 Independent Research in Church History**
An independent research course follows a constructivist methodology in which the student designs learning outcomes in conjunction with the instructor of record, actively constructing their own knowledge through experience and reflection. See Independent Research section for procedures and regulations. *(1-3 hours)*

## Christian Ministries

**CM 5750 Managing Change and Conflict in Organizations**
The management of change, transitions, and new initiatives bring stress to organizations. The course combines organizational change and conflict to consider the effects of one on the other. The course focuses on theories, biblical principles, and practice for managing change and conflict in Christian organizations. Attention will be given to (a) conflict management through communication within Christian organizations, (b) effective maximization of change initiatives, and (c) growth-minded conflict results. The course also considers how to lead through volatility, uncertainty, complexity, and ambiguity. *(3 hours)*

**CM 5775 Church Management and Administration**
Students appraise resources and methods applicable to church management and administration. Students formulate principles of management and apply administrative practices to everyday ministry contexts. *(3 hours)*

**CM 5780 – Forming Missional Leaders**
Students explore the integration of spiritual formation and missional leadership. Students reflect on personal values, examine ministry cultures, and build skills in contextual awareness, team leadership, and adaptive change to serve effectively in diverse ministry settings. *(3 hours)*

**CM 5810 The Ministerial Person**
Students demonstrate understanding of their knowledge of, and attitudes toward, personal spiritual formation, emotional well-being, care of the physical body, and stewardship of time. They demonstrate confidence in their call to ministry and personal identity by articulating it and by expressing confidence in the Church's affirmation of their call. They engage informative experiences through which they assess their progress toward personal wholeness. *(3 hours)* (THIS COURSE IS REQUIRED FOR MAPT AND MDIV AND CAN BE USED AS A RELIGIOUS HERITAGE ELECTIVE FOR MACC.)

**CM 5820 Introduction to Christian Missiology**
Students study God's mission of reconciliation and the role of the Church from biblical, theological, historical, ecclesiological, and cultural perspectives to develop a deeper understanding of how Christian mission shapes the identity, witness, and vocation of the Church. *(3 hours)*

**CM 5830 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 5840 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 5850 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 5860 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 5870 Church Growth**
Students demonstrate understanding of the principles, procedures, and theology of the growth of a local church. They identify pastoral models essential to mobilize the laity, and explore characteristics, opportunities, and difficulties involved in growing a church in any setting. Students appraise worship and preaching styles that are conducive to the principles of church growth.

**CM 5912 Transformational Communication for Leaders**
Faithful ministry requires engaging with the world at large in love without adopting values and behaviors inconsistent with one's faith. Therefore, the manner and intention of servant leaders' forms of communication are crucial. This course explores the role of communication as a tool for transformation, under the Holy Spirit's guidance, rather than mere information exchange. Following principles of mature communication, students reflect on how their interior life as Christians informs their ability to engage the contexts in which they serve and the need to exhibit clarity and empathy in their engagement. *(3 hours)*

**CM 5960 Marriage Care**
Students demonstrate a biblical understanding of marriage and how to utilize formational care as a framework for developing a Christ-centered marriage. They develop understanding and skills in areas such as premarital marriage preparation, marriage mentoring training, and spiritual formation for couples. *(3 hours)*

**CM 5980 Sacred Sexuality: A Theology of Sexuality**
Students demonstrate an understanding of sexuality in light of cultural, historical, and biblical norms. They develop understanding of the various issues of sexuality and form a biblical response to be used in forming others. *(3 hours)*

**CM 6500 Developing Disciples**
Students demonstrate understanding of the biblical principles and methods for developing disciples. While discovering the challenges that hinder the process, students also appraise strategies and techniques needed to train disciples to make disciples. *(3 hours)*

**CM 6870 Formational Prayer**
Students explore forms of prayer drawn from the Christian tradition and their relationship to Scripture. They engage in personal and group prayer and reflect practically and theologically on the use of prayer in their context(s). *(3 hours)*

**CM 6880 Spiritual Formation**
Students demonstrate understanding of and commitment to personal, Christian spiritual formation. Students research the classic Christian pilgrimage and explore spiritual disciplines, demonstrating self-awareness and insight in their spiritual journey. *(3 hours)*

**CM 6900.1-99 Specialized Studies in Church Ministry**
Select and specialized topics relevant to Church Ministry will be developed from time to time. May be offered in any trimester.

**CM 6901 Our Disciple Making Mission: Evangelizing Neighborhoods and Nations**
Students explore the biblical-theological foundations of the Mission of God and the divine invitation for the church to participate with Jesus in his mission of reconciliation and restoration. Students engage in the integration of evangelism and discipleship, helping frame courageous conversations and incarnational apologetics. *(3 hours)*

**CM 7180, 7190 Independent Research in Christian Ministries**
An independent research course follows a constructivist methodology in which the student designs learning outcomes in conjunction with the instructor of record, actively constructing their own knowledge through experience and reflection. See Independent Research section for procedures and regulations. *(1-3 hours)*

**CM 7860.1-3 Supervised Ministry**
Students demonstrate the integration of their previous and current seminary coursework with the practice of ministry under direct supervision. Students will spend three trimesters of ministry in approved church/parish para-church, or non-church sites or settings, and engage in a theologically reflective practice of ministry. This course draws upon the best principles and practices of adult education such as learning contracts, collegial dialogue and interaction, peer consultation, and self- review. Various methods will be used to evaluate students' personal and professional growth. *(1 hour per trimester, students complete three trimesters of this course in a one-year sequence, typically the final year of study.)*

## Integrated Studies

**IS 5100 Foundations for Seminary Studies** *(Required of all seminary students in the first trimester of study. Orientation lessons open one month before the official start of the trimester.)*
In this Seminary orientation course students demonstrate understanding of graduate level research, critical thinking, writing, and computer skills through completion of a series of in-class, out of class, and online assignments. They complete initial institutional requirements, are incorporated into the community, and demonstrate proficiency in using academic tools and facilities. *(1 hour)*

**IS 5150 Interpreting God's World and Word** – Fall 2026 only
Students demonstrate ability to interpret both the world in which they live and Scripture. They examine competing religious and secular worldviews and how these different perspectives influence one's conception of the world. They develop and outline their own Christian worldview. Students also learn basic principles of biblical interpretation and demonstrate skills in interpreting and applying the Scriptures to themselves and contemporary ministry contexts. The interrelationship between worldview and Scripture will be a central focus throughout the course as students develop a coherent approach to interpreting both. *(3 hours)*

**IS 5150 Interpreting God's World and Word –** (Fall 2027 and beyond)
Students develop a coherent approach to the important interrelationship between interpreting the world in which they live and Scripture. They examine competing religious and secular worldviews and how they influence one's conception of the world. They pursue skills in interpreting and applying the Scriptures to themselves and contemporary ministry contexts. (*3 hours*) (THIS COURSE WILL REPLACE THE COURSE DESCRIPTION LISTED ABOVE. IT ALSO WILL TAKE THE PLACE OF **TH 6250 CHRISTIANITY IN THE MARKETPLACE OF IDEAS** AND BECOMES PART OF THE MDIV DEGREE PROGRAM.)

**IS 5870 Churches of God, General Conference 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)* (THIS COURSE IS ONLY OFFERED EVERY OTHER YEAR IN THE SPRING.)

**IS 6900.1-99 Specialized Integrated Studies**
Select and specialized topics integrated with multiple disciplines will be developed from time to time. May be offered in any trimester.

**IS 6950 Applied Theological Concepts for Clinical Counseling**
Our theological understanding of the nature of God, humanity, and ourselves shapes the praxis and integration of Christian faith in our counseling. This course will examine key issues in theology, including God, free will, the image of God, sin and salvation, spirituality, and community. Attention will be given to the ethical application of our understanding of theology to clinical mental health counseling. *(3 hours, **MACC students only**)* (THIS IS THE ONLY REQUIRED RELIGIOUS HERITAGE COURSE FOR THE MACC.)

**IS 7180, 7190 Independent Research in Integrated Studies**
An independent research course follows a constructivist methodology in which the student designs learning outcomes in conjunction with the instructor of record, actively constructing their own knowledge through experience and reflection. See Independent Research section for procedures and regulations. *(1-3 hours)*

**IS 7950 Master of Divinity Capstone**
The MDiv student will exhibit proficiency in, and understanding of, biblical studies, Christian thought, personal and ministry formation, and will demonstrate competence in the MDiv program outcomes as discussed at multiple points in the student's program. *Prerequisites: TH 6600, TH 6610, and TH 6640 (2 hours, **MDiv students only**.)*

## New Testament

**NT 5200 New Testament Foundations**
Students gain a "big picture" of the New Testament writings as theological expressions of Jesus' historic mission (Gospels) and the application of its implications in early Christian mission and ministry (Acts and the Letters). The contemporary relevance of these writings is a point of focus. *(3 hours)* (THIS COURSE IS REQUIRED FOR MAPT AND MDIV AND CAN BE USED AS A RELIGIOUS HERITAGE ELECTIVE FOR MACC.)

**NT 5210 Greek Grammar**
Students acquire elementary knowledge of Greek word formation, grammar, sentence structure, and word meanings with the goal of reading selective passages of the Greek New Testament. *(3 hours) (This course is generally held on Wednesday evenings.)*

**NT 5220 Greek Exegesis**
Students continue to build knowledge of Greek grammar and exhibit facility with a multi-step interpretive process of deriving contextual meaning from selective passages of the Greek New

Testament. *Prerequisite: NT 5210 (3 hours)* (*This course is generally held on Wednesday evenings.)*

**NT/OT/CH 5440 The Intertestamental Period**
An historical study of the Intertestamental Period with emphasis on readings from the literature of this period such as the Apocrypha, Pseudepigrapha, and the Dead Sea Scrolls and their contribution to our knowledge of history and the varieties of religious thought in the time between the Old and New Testaments. Students identify and describe the various genres of Intertestamental literature, placing sources into their proper historical, cultural, and religious contexts. Students discover ways that the Intertestamental literature provides important context for the New Testament. (This course may be taken for either a Christian History, Old Testament, or New Testament elective.) *(3 hours)*

**NT 6250 Canonical Gospels**
Students interpret the respective narratives of the synoptic Gospels of Matthew, Mark, and Luke as well as the distinctive narrative presentation in the Gospel of John. Key aspects of the Synoptics' presentations (Jesus' deeds and sayings), and John's presentation (Jesus' unique mission, life, and ministry) and the four Gospels' contemporary applicability are principal foci. *(3 hours)*

**NT 6260 Synoptic Gospels**
Students interpret the respective narratives of the first three Gospels. Key aspects of the Gospels' presentations (Jesus' deeds and sayings) and their contemporary applicability are principal foci. *(3 hours)*

**NT 6270 Studies in Paul**
Students engage the life and writings of Paul the Apostle against the backdrop of the missionary expansion of early Christianity in the northeast quadrant of the Mediterranean. The contemporary applicability of Paul's writings is pursued. *(3 hours)*

**NT 6280 Gospel of John**
Students interpret the distinctive narrative presentation of Jesus' life and ministry in the Gospel of John. Key aspects of Jesus' unique mission and its contemporary applicability are major foci. *(3 hours)*

**NT 6290 Book of Revelation**
Students interpret Revelation's presentation of Christ's current lordship, cosmic victory over hostile spiritual forces, and the glorious future coming of God's kingdom. Competing approaches are examined, and emphasis is given to the message of hope Revelation offers to contemporary readers. *(3 hours)*

**NT 6310 Letters to Timothy and Titus**
Students interact with Paul's personal letters to two apostolic delegates, Timothy and Titus, who oversaw the development of Christianity at Ephesus and on the Island of Crete. The principles of pastoral ministry reflected are identified, and their contemporary application is examined. *(3 hours)*

**NT 6320 Hebrews and General Epistles**
Students interpret Hebrews and the General Epistles as expressions of early Christian reflections on community life and ministry. Principles of ministry are identified, and attention is given to the applicability of these principles for contemporary readers. *(3 hours)*

**NT 6370 Studies in Luke-Acts**
Students engage the progress of the gospel from Judea to Rome. They interpret Luke-Acts as a narrative unity. Foci include the importance of mission (Jesus' initial mission and ongoing mission through his disciples) and the work of the Holy Spirit. *(3 hours)*

**NT 6900.1-99 Specialized Studies in New Testament**
Select and specialized topics relevant to New Testament studies will be developed from time to time. May be offered in any trimester.

**NT 7180, 7190 Independent Research in New Testament**
An independent research course follows a constructivist methodology in which the student designs learning outcomes in conjunction with the instructor of record, actively constructing their own knowledge through experience and reflection. See Independent Research section for procedures and regulations. *(1-3 hours)*

## Old Testament

**OT 5000 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)* (THIS COURSE IS REQUIRED FOR MAPT AND MDIV AND CAN BE USED AS A RELIGIOUS HERITAGE ELECTIVE FOR MACC.)

**OT 5010 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 5020 The Prophets**
Students engage the historical contexts of the Old Testament prophets, their theological role as covenant-enforcement mediators, their communicative methods, the anthologies of the writing (or latter) prophets, and the relevance of the prophetic tradition for contemporary life and faith. *(3 hours)*

**OT 5030 Historical Books**
Students demonstrate understanding of Israel's history from the time of entering the Land until returning from the exile. They learn the historical, cultural and theological message of Joshua, Judges, Ruth, 1 & 2 Samuel, 1 & 2 Kings, 1 & 2 Chronicles, Ezra-Nehemiah, and Esther. *(3 hours)*

**OT/NT/CH 5440 The Intertestamental Period**
An historical study of the Intertestamental Period with emphasis on readings from the literature of this period such as the Apocrypha, Pseudepigrapha, and the Dead Sea Scrolls and their contribution to our knowledge of history and the varieties of religious thought in the time between the Old and New Testaments. Students identify and describe the various genres of Intertestamental literature, placing sources into their proper historical, cultural, and religious contexts. Students discover ways that the Intertestamental literature provides important context for the New Testament. (This course may be taken for either a Christian History, Old Testament, or New Testament elective.) *(3 hours)*

**OT 6050 Psalter and Wisdom Literature**
Students evince understanding of the historical contexts of the Psalter and Wisdom literature and the poetic genre of which they are examples. Students engage the literary features, evocative imagery, and dynamism of these writings in pursuit of their contemporary applicability for life and ministry. *(3 hours)*

**OT 6060 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)* *(This course is generally held on Wednesday evenings.)*

**OT 6070 Hebrew Exegesis**
Students demonstrate understanding of the Hebrew Bible by translating selected discourses with the aid of a lexicon. Attention will be given to Hebrew grammar and syntax and their use in exegeting sections assigned from The Psalms and Isaiah. *Prerequisite: OT 6060 (3 hours)* *(This course is generally held on Wednesday evenings.)*

**OT 6120 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 6900.1-99 Specialized Studies in Old Testament**
Select and specialized topics relevant to Old Testament studies will be developed from time to time. May be offered in any trimester.

**OT 7180, 7190 Independent Research in Old Testament**
An independent research course follows a constructivist methodology in which the student designs learning outcomes in conjunction with the instructor of record, actively constructing their own knowledge through experience and reflection. See Independent Research section for procedures and regulations. *(1-3 hours)*

## Theology

**TH 5000 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 6250 Christianity in the Marketplace of Ideas** – Fall 2026 only
Students will appreciate and evaluate the diverse voices of competing views of reality, of which Christianity is one. Students will develop and articulate a view of reality that is grounded in biblical and theological thinking, critically reflect upon dominant alternative viewpoints, and develop effective strategies to graciously communicate their view of reality in a pluralistic society. *(3 hours)* (THIS COURSE WILL BE RETIRED FOLLOWING THE FALL 2026 TRIMESTER.)

**TH 6300 Method and Practice of Biblical Theology**
Students engage the discipline of biblical theology at three levels. Methodologically they examine the discipline's history, rationale, and representative ways of organizing and expressing its findings. Pragmatically they trace representative biblical-theological themes (e.g., creation, fall, covenants, promise, kingdom, and messianic expectation) in Old and New Testament contexts integrating exegetical methods and explicating Scripture's grand narratives. They lastly assess the relevance of discipline for theological reflection and application in ministry contexts. *Prerequisites: CH 5400, CM 5810, NT 5200, OT 5000 (3 hours)*

**TH 6600 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 principal 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. *Prerequisites: CH 5400, CM 5810, NT 5200, OT 5000 (3 hours)*

**TH 6610 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. *Prerequisites: CH 5400, CM 5810, NT 5200, OT 5000, TH 6600 (3 hours)*

**TH 6640 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. *Prerequisites: CH 5400, CM 5810, NT 5200, OT 5000, and TH 6600 (TH 6610 may be taken concurrently.) (3 hours)*

**TH/CH 6690 World Religions and Cultural Engagement**
Students explore how religious traditions shape social practices and cultural identities. Students become conversant with contemporary expressions of influential religious traditions. *(3 hours)*
(THIS COURSE MAY BE TAKEN FOR CHRISTIAN HISTORY CREDIT – CH 6690, OR THEOLOGY CREDIT – TH 6690.)

**TH 6900.1-99 Specialized Studies in Theology**
Select and specialized topics relevant to Theology will be developed from time to time. May be offered in any trimester.

**TH 7180, 7190 Independent Research in Theology**
An independent research course follows a constructivist methodology in which the student designs learning outcomes in conjunction with the instructor of record, actively constructing their own knowledge through experience and reflection. See Independent Research section for procedures and regulations. *(1-3 hours)*

## Doctor of Ministry

**CM 8350 Transformational Communication**
God employs communication to transform people; therefore, this course anchors human communication within the broader scriptural paradigm of Jesus as Word. Students demonstrate the ability to situate and analyze their entire ministry, beyond preaching, within a broader model that views human communication as transformational rather than simply transactional. By redefining communication as "shared understanding," as opposed to mere information exchange, students reflect on the role of communication in their ministry context. Students also assess the role that emotional intelligence plays in productive communication. *(3 hours, DMin students only)*

**CM 8450 Discipleship in a Pluralistic Culture**
Our increasingly pluralistic culture brings new challenges and pressures for faithful followers of Christ to disciple others in Gospel-centered yet contextually appropriate ways. Students enliven their own journey of spiritual growth, explore theories and models of discipleship, and evaluate their effectiveness within a pluralistic culture. They will develop a robust understanding of the paradigm of discipleship, both as a disciple of Jesus and as one who leads others, as essential across all ministry contexts. *(3 hours, DMin students only)*

**CM 8470 Emotionally Healthy Leadership**
An important focus for ministers is how to attain and maintain emotional health as a spiritually contemplative leader. Students will investigate and identify areas of potential vulnerability in ministry leadership with an emphasis on prevention. Attention will be given to key aspects of the leader's personal and professional life such as: self-awareness, boundaries, prioritizing, and Sabbath. Techniques for modifying behavior will be introduced. *(3 hours, DMin students only)*

**CM 8578 Incarnational Leaders for a Fluid Age**
Contemporary Christian leaders must learn how to lead like Jesus in an age of constant change. The roots of character and spiritual formation for leaders will be explored as foundational to leadership in constant change. Self-leadership will be explored to include the three domains of self-awareness (knowing your value as well as what derails you), self-confidence (knowing your abilities as well as your blind spots), and self-efficacy (Adjusting to feedback, thriving in adversity, innovating). It will include knowing one's self and what the individual needs to be healthy; it also includes exploration of the gifts of others around the individual who would make a strong team. *(3 hours, DMin students only)*

**CM 8600 Spiritual Leadership**
Students demonstrate understanding of the ways God develops, guides, and empowers spiritual leaders. Topics include the leader's challenge, role, preparation, vision, character, goal, influence, decision-making, schedule, pitfalls, and rewards. Clear guidance is given on how leaders can make a positive impact on the people and organizations they are currently leading. *(2 hours, DMin students only)*

**CM 8710 Conflict Management and Resolution**
Students demonstrate practical methods and tools for bringing Christian faith and social dispute together in conflict management and resolution. Students will share conflict case studies from their own ministry experiences for group analysis and reflection. Students will also develop a proactive strategy for managing and resolving conflict in Christian organizations. *(3 hours, DMin students only)*

**DM 8901, 8902, 8903 Independent Research**
An independent research course follows a constructivist methodology in which the student designs learning outcomes in conjunction with the instructor of record, actively constructing their own knowledge through experience and reflection. *(1, 2, or 3 hours, DMin students only)*

i. It may be one, two, or three credits. A student may take two such courses in their DMin matriculation.
ii. A general target is 1,200 pages of reading per credit

**IS 8030 The Pastor as Public Theologian**
In our globalized and pluralistic world, it is increasingly important that pastoring encompass engagement with the surrounding cultural context, where pastors listen to a multiplicity of perspectives while skillfully articulating their faith commitments. Students are challenged to deepen their theological thinking by integrating the Biblical, doctrinal, and practical skills they have learned into a contextually informed public theological ethic. This course will draw from a variety of perspectives to encourage faith leaders to speak with as well as to society. Topics may include pluralism, race, gender, disability, sexuality, and other topics for which a minister must offer theologically informed guidance. Representative topics include those in which a minister must offer theologically informed guidance, including pluralism, race, gender, disability, and sexuality. *(3 hours, DMin students only)*

**IS 8040 Developing Healthy Spiritual Communities**
In an increasingly pluralistic and suspicious world, churches, Christian settings, and organizations must learn to be healthy spiritual communities that attract rather than repel, minister rather than agitate, and form people spiritually rather than focus on numerical growth metrics that are unimportant. This course will explore shortcomings that detract from healthy Christian spiritual communities, discover or design assets that contribute to a healthy spiritual community; removing obstacles in the pathways of the gospel. *(3 hours, DMin students only)*

**IS 8065 Integrated Models of Biblical Leadership for the Missional Context**
Students reflect theologically on biblical models of leadership, integrating those models into a working contemporary ministry model reflective of the student's missional context. Course material will include biblical-theological, secular theory, personal reflection, or other sorts of

information for an integrated approach. Students will identify and respond to crucial leadership issues from one's values, style, and competencies. *(3 hours, DMin students only)*

**IS 8210 Race and Theology in the United States**
Students appraise the intersection of race and theology, learning to exhibit the witness of the Gospel in an increasingly pluralistic society. Moreover, students will explore both the convergence and divergence of race and Christian living within the US American context, including public consciousness and policies, historical and cultural norms. Students will reflect historically and theologically on themes of oppression, injustice, liberation, and diversity with the goal of pursuing interpersonal reconciliation and meaningful solutions for the societal context. *(3 hours, DMin students only)*

**IS 8425 Understanding the Missional Context**
Students appraise a selected missional context which may include a congregational, community, or organizational setting. Applying the skills of ethnographic research (see for example, *Ethnography as Pastoral Practice* by Moschella), students are embedded in the chosen context to explore the stories, theologies, artifacts, human actions and interactions, power relationships, and practices of the chosen context. *(3 hours, DMin students only)*

**IS 8435 Designing for the Missional Context**
Using action research, students design, implement, and evaluate a short-term project within a selected missional context which may include a congregational, community, or organizational setting. *(3 hours, DMin students only)*

**IS 8440 Contemporary Theological Issues in a Pluralistic Culture**
Students explore a variety of issues in contemporary theology emerging from the intersection of the Christian faith and pluralistic culture. Through careful consideration of multiple perspectives, students deepen their awareness of diverse positions. Students will engage these varied positions, consider the intersection of these positions with pluralistic culture, and hone critical thinking and communicative skills to articulate their own theological position regarding the challenge of pluralism. *(3 hours, DMin students only)*

**IS 8800, 8810 Peer Learning and Practice**
This course engages doctoral students in peer learning and field-based practice through retreat-style intensives organized around topics in theology and ministry. Through in-person encounters with innovative content and diverse contexts, students advance their theological integration and contextual competency—deepening the reflective, relational, and leadership capacities that equip them to be effective ministry leaders. The intensive format cultivates personal and spiritual maturity and strengthens the shared learning community. *(1 hour, DMin students only)*

**IS 9000 Research Methodology**
As students begin the doctoral writing process, they are introduced to doctoral-level research methodologies essential to the development of a doctoral project. Students survey research methodologies, differentiate quantitative and qualitative methodologies appropriate to their topic of interest, and generate an initial research proposal to inform their doctoral project. The work of the Institutional Research Board and its application to the doctoral project is considered. Students become familiar with the resources available through library services. *(2 hours, DMin students only)*

**IS 9000.1-3 Project Research and Writing**
Students demonstrate skill in performing advanced ministry research by selecting a ministry problem, preparing a project prospectus, gathering appropriate resources, organizing an effective research model, evaluating the results, and presenting a final research project report. *(1 hour each, DMin students only)*

**IS 9005 Writing Methodology**
As a critical step in the doctoral writing process, students evaluate their preparedness for writing the doctoral project. Students are oriented to the doctoral writing process, the role of the project team, the style manual, and other writing tools. Elements of the finished project, front matter, core content, and back matter are discussed. An initial draft of the project research question in prospectus form is completed. Students initiate an annotated bibliography to inform their literature review. *(2 hours, DMin students only)*

**IS 9100 Presentation and Final Project**
Students prepare and submit a completed doctoral research project. They subsequently present and defend their research study as a capstone with reference to research context, question, methodology, findings, conclusions, and recommendations. *(2 hours, DMin students only)*

**OT 8120 Prophet, Priest, and Sage: Models for Ministry**
Students demonstrate an understanding of leadership styles and models in the Old Testament and how these styles and models serve a working paradigm for leadership in the contemporary ministry contexts. They will analyze the roles and functions of the prophet, priest, sage, and shepherd in the Old Testament; develop a plan for personal analysis of one's leadership style and effectiveness in light of the working models; and develop a plan to incorporate their findings in their local ministry contexts. *(3 hours, DMin students only)*

**TH 8010 Perspectives in Crisis, Trauma, and Grief**
Crisis, grief, and trauma are realities of the human condition. In this specialized study, students will explore the relationship between these three interconnected yet separate concepts. The study will deepen competencies, including self-reflection, that provide the ability to identify, frame, and respond practically and theologically to these crucial ministry issues. Students will enhance their effectiveness in response to crisis, grief, and trauma in the context of their chosen settings. *(3 hours, DMin students only)*

**TH 9020 Theological Reflection**
Students demonstrate understanding of Christian ministry through selected readings and the theological case study reflection method. Students bring the biblical, theological, historical, spiritual, and practical resources of the Christian faith to bear on the case studies they provide from their own ministries. *(2 hours, DMin students only)*

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# 2026-2027 GRADUATE ACADEMIC CALENDAR

## FALL TRIMESTER

| | | |
|---|---|---|
| June 19 | – | Faculty: first draft of syllabi due to CAO. |
| July 19 | – | Registration opens for Fall trimester |
| August 30 | – | Registration for Fall trimester closed |
| August 31 | – | Start of Fall trimester*<br>(Monday classes 8-31—11-23; Tuesday classes 9-1—11-17;<br>Wednesday classes 9-2—11-18; Thursday classes 9-3—11-19) |
| September 7 | – | Labor Day (No Classes/Offices Closed) |
| October 12 | – | Federal Holiday (classes will be held) |
| October 19 | – | Last Day to Withdraw |
| November 11 | – | Veterans Day (classes will be held) |
| November 26-27 | – | Thanksgiving Break (No Classes/Offices Closed) |
| November 30 | – | End of Fall trimester; course sites close. |
| December 7 | – | Final Grades Due |
| December 23-24 | – | Offices close at noon on 12-23 in observance of Christmas Eve. |
| December 25-26 | – | Offices closed in observance of Christmas. |

## SPRING TRIMESTER

| | | |
|---|---|---|
| October 8 | – | Faculty: first draft of syllabi due to CAO. |
| November 8 | – | Registration opens for Spring trimester |
| January 1, **2027** | – | New Year's Day observed. (No Classes/Offices closed.) |
| January 3 | – | Registration for Spring trimester closed |
| January 4 | – | Start of Spring trimester*<br>(Monday classes 1-4—3-29; Tuesday classes 1-5—3-23;<br>Wednesday classes 1-6—3-24; Thursday classes 1-7—3-25) |
| January 18 | – | Martin Luther King, Jr., Day (No Classes/Offices Closed) |
| February 15 | – | Presidents Day (classes will be held) |
| February 22 | – | Last Day to Withdraw |
| March 29 | – | End of Spring trimester; course sites close. |
| April 5 | – | Final Grades Due |

## SUMMER TRIMESTER

| | | |
|---|---|---|
| February 14 | – | Faculty: first draft of syllabi due to CAO. |
| March 14 | – | Registration opens for Summer trimester |
| May 2 | – | Registration for Summer trimester closed |
| May 3 | – | Start of Summer trimester*<br>(Monday classes 5-3—7-26; Tuesday classes 5-4—7-20;<br>Wednesday classes 5-5—7-21; Thursday classes 5-6—7-22) |
| May 31 | – | Memorial Day (No Classes/Offices Closed) |
| June 19 | – | Juneteenth (No Classes/Offices Closed) |
| June 21 | – | Last Day to Withdraw |
| July 4 | – | Independence Day (No Classes/Offices Closed) |
| July 26 | – | End of Summer trimester; course sites close. |
| August 2 | – | Final Grades Due (Grades for graduates due 7-30) |
| **August 7** | **–** | **Commencement** |

* The orientation course: Foundations for Seminary Studies (IS 5100 / ICS 0100) has orientation lessons that start four weeks before the official start of each trimester (Fall: Aug 1, 2026; Spring: Dec 1, 2026; Summer: Apr 1, 2027.)

Note: The United States has 11 federal holidays. Federal holidays are days the federal government recognizes by closing its offices and giving federal employees the day off. For Winebrenner to get 12 weeks in a trimester without disturbing certain family-oriented or Christian-centric holidays (e.g., Thanksgiving, Christmas, Easter) we must hold classes on some federal holidays such as Columbus Day, Veterans Day, and Presidents Day. We know this may present a hardship for some, but it is a trade-off we embrace to maintain our academic schedule.

# GENERAL ACADEMIC INFORMATION FOR DEGREE PROGRAMS

Students are subject to the curriculum requirements in effect at the time they enroll. Administrative and academic guidelines may change each year and apply to all students regardless of the academic year in which they entered seminary.

## ADMISSIONS

### Admission Policy

Winebrenner Theological Seminary's admission policy does not permit discrimination based on race, color, national or ethnic origin, sex, disability, or age. Applicants should not be antagonistic to the statement of faith and must agree to adhere to the "Standards of Life" Catalog policy contained herein.

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

Applicants must show potential to develop dispositions attendant to the degree for which they apply.

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

Any student interrupting their program at Winebrenner for greater than one year must apply for readmission to the program. Readmission must be initiated by the student and includes submitting a completed new application form, application fee, and updated transcripts if any additional courses have been completed since the previous matriculation period or if previous enrollment was more than five years ago. Students being readmitted will need to fulfill the requirements of the current Winebrenner Graduate Catalog in effect when they are readmitted. MACC students will be placed on a wait list if no seat is available for readmission. As part of the readmission process MACC students may be interviewed again, at the discretion of the Chief Academic Officer in consultation with the MACC Program Director.

### Admission Requirements

An accredited Bachelor of Arts or Science degree or its equivalent (baccalaureate degree) is required for admission to a master's program. A Master of Divinity degree or its equivalent is required for admission to the Doctor of Ministry program. If severe limitations in the student's background are noted by the Admissions Committee, the individual may be required to take additional courses at the undergraduate level before being fully admitted to the program. Depending on the student's situation, a curriculum plan interview with the Chief Academic Officer or a Student Success Plan 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.

**Additional Admission Options**
Applicants without a baccalaureate degree are encouraged to apply to Winebrenner.

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

The readiness evaluative review will yield a determination of whether the student qualifies for the Educational Journey equivalency or must enroll in the Life Exploration route in preparation for master's level study.

***Educational Journey Applicants:*** Educational Journey evaluates a student's educational experience for equivalence to an undergraduate education that is typically 120 credits.

Applicants for MACC, MAPT, or MDiv programs seeking admission under the Educational Journey process will:

1. Submit transcripts from all coursework. If the combined credits equal 120 and meet certain general education content requirements, then the applicant might be eligible to move to the rest of the admission process.
2. If not, the applicant collects verification information of training, relevant experiences, and other possible qualifying activities. The Admissions Committee will conduct an evaluation and may conduct an interview. The applicant will be notified of their status, with two possibilities:
    a. The applicant has sufficient qualifications for the equivalency of a baccalaureate degree. A declaration of qualification will be sent to the applicant.
    b. The applicant does not meet sufficient qualifications. Well-qualified applicants may be encouraged to submit materials for Life Exploration evaluation (see below).

***Life Exploration Applicants:*** Life Exploration (EXP) serves as an alternative entry path to the MA level for students who do not have an earned BA or the equivalent under the Educational Journey standard. It allows them to demonstrate their competence and move to the MA level after meeting the requirements. Winebrenner Theological Seminary may admit applicants to the MAPT, the MDiv, or the MACC program without a baccalaureate degree or its equivalency based on the belief that the best way to know if an applicant is ready for graduate level work is by successfully completing graduate level work. Life Exploration students must be at least 25 years of age and: 1) have five or more years of experience relevant to or adjacent to the intended degree, or 2) have earned no less than 15 undergraduate credit hours.

Life Exploration (EXP) students must:

1. Document vocational experience greater than or equal to five years. This may be in a field related to the desired field or another field of employment or, in some instances, as a long-term volunteer.

2. Submit a reference letter, separate from the admissions application, from a vocational colleague or employer in a field related to the applicant's intended future context (e.g., social work, clinical counseling, ministry, non-profit, etc.) or from an adjacent field, or for those who are self-employed, the reference may be from a vocational peer or long-term client with knowledge of the individual's potential for success in the desired context.

3. (Candidates for the MACC degree program will participate in an EXP/MACC Interview.)

4. Within a one-year, continuous period, pass three (3) approved Winebrenner courses, plus IS 5100 "Foundations for Seminary Studies" with at least a B+ taught at the graduate level. Approved courses will include a mixture of the following three assessment criteria: a) Critical Thinking, b) Written Communication, and c) Oral Communication.

   Courses for students interested in entering the MAPT or MDiv:
   - IS 5100 Foundations for Seminary Studies (required in the first trimester)
   - A choice of three from the following:
     - CM 5810 The Ministerial Person
     - OT 5000 Old Testament Foundations
     - NT 5200 New Testament Foundations
     - CH 5400 A Survey of the History of Christianity
     - or another course approved by the CAO

   Courses for students interested in entering the MACC:
   - IS 5100 Foundations for Seminary Studies (required in the first trimester)
   - CC 5000 Introduction to Clinical Mental Health (required in the Fall)
   - One of the following MAPT/MDiv courses:
     - CM 5810 The Ministerial Person
     - OT 5000 Old Testament Foundations
     - NT 5200 New Testament Foundations
     - CH 5400 A Survey of the History of Christianity
   - A choice of one from the following:
     - CC 5121 Helping Skills (Fall) or,
     - CC 5150 Human Growth and Development (Spring) or,
     - CC 6550 Counseling the Dying and Grieving (Summer)

   At the end of each trimester, the dispositions *and* academic performance are evaluated. If the EXP student is performing at an acceptable academic and dispositional level, then the student registers for courses for the following trimester. If the EXP student is not performing at an acceptable academic and/or dispositional level, then a remediation plan is written for the following trimester prior to registering for courses.

> At the end of the trimester in which all EXP coursework is completed, student disposition *and* academic performance are again evaluated. If the EXP student has completed all coursework and meets the standards for successful academic performance and dispositions, then the student is considered ready for graduate level course work. (MACC candidates are automatically enrolled in the MACC degree program for the following trimester.) If the EXP student is not performing at an acceptable academic and/or dispositional level, then the individual dismissed from the Life Exploration program. (MACC candidates are not accepted into the MACC program.)

Life Exploration students who complete the requirements set above will be moved from the EXP track into their Master's degree program. These students will be assigned a new advisor in the Master's degree program and students are strongly encouraged to contact their new advisors as soon as possible. EXP students are also cautioned not to skip around their course sequence maps choosing any course they wish. **Courses are only offered during specific trimesters and generally only once a year. Failure to follow the course sequence can result in courses out of order, missing courses, and a delay in graduation.**

Students who are admitted under the Life Exploration route will have the same tuition/fees as graduate level students. A person admitted under this route has one year from start date to achieve the necessary coursework and grades to matriculate to the master's level. If, at the end of one year, the student has not met this requirement, they may, by action of the Chief Academic Officer in consultation with key Program Directors/Advisors, be allowed to continue their attempt to matriculate to the master's level with a Remediation Plan or Student Success Plan in place. Students who are unable to achieve the necessary grades will be placed in the non-degree Institute for Christian Studies program for the remainder of their program enrollment.

*The rest of this page intentionally left blank.*

*Please see more on Life Exploration continuing on the following page.*

Students who enter Life Exploration on a path to either the MDiv or the MAPT should be aware of courses common to both degrees and the courses unique to each degree. As an EXP student considers other courses when filling out a trimester schedule, it is best to consider courses common to both degrees until the final move to the chosen degree on the master's level.

The following table shows the similarities between the 43-credit MAPT and the 81-credit MDiv degrees.

| Courses unique to the MAPT | Courses in common: MAPT and MDiv | Courses unique to the MDiv |
|---|---|---|
| Electives:<br>2 Cultural Engagement electives<br>3 General electives<br><br>Consider courses marked with * in the MDiv to be used as general electives and courses marked with + in the MDiv to be used as Cultural Engagement electives in the MAPT.<br><br>Additionally, MAPT students may use their 6 credits (2 courses) of Cultural Engagement electives and their 9 credits (3 courses) of general electives to focus their MAPT studies.<br><br>A MAPT student could carefully choose electives in<br>▪ Leadership<br>▪ Counseling<br>▪ Biblical Studies<br>▪ History<br>▪ Formation<br>▪ Pastoral Ministry<br>to create an unofficial, individualized focus or concentration within their degree.<br><br>(The focus of their Supervised Ministry courses could further enhance such a concentration.) | IS 5100 Foundations for Seminary Studies<br><br>IS 5150 Interpreting God's World and Word<br><br>OT 5000 Old Testament Foundations<br>NT 5200 New Testament Foundations<br>CH 5400 A Survey of the History of Christianity<br><br>CM 5810 The Ministerial Person<br><br>TH 5600 Theology I (prerequisites)<br>TH 6610 Theology II (prerequisites)<br>TH 6640 Ch. Ethics (prerequisites)<br>(The three courses above are designed for the final year of study.)<br><br>CM 7860.1 Supervised Ministry<br>CM 7860.2 Supervised Ministry<br>CM 7860.3 Supervised Ministry<br>(Supervised Ministry is planned for the final year of study, one 1-credit course per trimester.) | CM 5840 Homiletics*<br>CM 5860 Christian Worship*<br><br>NT 6270 Studies in Paul*<br><br>TH 6300 Method and Practice of Biblical Theology*<br>TH/CH 6690 World Religions and Cultural Engagement+<br><br>NT 5210 Greek Grammar<br>NT 5220 Greek Exegesis<br>OT 6060 Hebrew Grammar<br>OT 6070 Hebrew Exegesis<br><br>IS 7950 MDiv Capstone (MDiv only)<br><br>Specific MDiv electives:<br>Christian History elective*<br>Counseling elective+<br>New Testament elective*<br>Old Testament elective*<br>Missions/Evangelism elective+<br>Leadership elective+<br><br>* Could be considered as general electives in the MAPT. Check with your advisor or the CAO.<br><br>+ Could be considered as Cultural Engagement electives in the MAPT. Check with your advisor or the CAO. |

***DMin Admission without MDiv Degree***

Applicants without a Master of Divinity degree applying for the Doctor of Ministry degree program will be required to complete an MDiv equivalency checklist to provide data and will need to complete an academic evaluation interview with Program Director or the Chief Academic Officer. Each student's situation will be evaluated on a case-by-case basis to verify the educational equivalency of their degree programs and other academic work, and they may be required to complete successfully additional masters-level coursework before being permitted to matriculate in the DMin program. (See further details outlined in the DMin section earlier in this Catalog.)

## Admission Statuses

**Accepted Student**
Most students at Winebrenner Theological Seminary are admitted as "accepted."

**Probationary Admission Status**
Persons applying to a master's degree program with an undergraduate GPA lower than 3.0 may be required to meet with the Chief Academic Officer and another member of the Admissions Committee prior to the Committee's decision of whether or not to admit the applicant. Persons who are admitted will be automatically admitted on Academic Probation. This status will be removed after the student completes 12 hours of study with a cumulative GPA of 3.0 or higher. Students admitted on Academic Probation will be encouraged to communicate regularly with the Chief Academic Officer to help ensure their success.

A student may be placed on Dispositional Probation upon admission, subject to a majority vote of the Admissions Committee.

**Conditional Status**
At the discretion of the Admissions Committee, persons with incomplete files may be Conditionally admitted to begin taking classes for one trimester. The missing aspects of the file must be completed before registering for a second trimester.

**Visiting Graduate Students**
Persons not enrolled in a Winebrenner degree program and who have an earned undergraduate degree with a minimum cumulative undergraduate GPA of 3.0, or have been admitted under the Educational Journey, or have completed the requirements for Life Exploration, may register for up to seven courses, after which time they must appeal to the Chief Academic Officer for continuation. The admission process for visiting graduate students shall be the same as the MDiv and MAPT process. In all respects, such students shall be treated as any other student, except that financial aid and named-scholarship awards are not available. Visiting grads may not take courses that have prerequisites unless they have met those prerequisites. If taking Winebrenner credits to transfer to another school, the burden is entirely on the student to know the policies of the receiving school pertaining to acceptability of courses; Winebrenner cannot make any claims of the transferability of credits to other degree programs in other schools. Students admitted as visiting graduates may not take Practicum or Internship clinical courses.

**Transfer Credits and Advanced Standing Credits**

***Transfer Credit.*** 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), by making an appeal to the Chief Academic Officer and submitting a form identifying each transfer credit on a previous institution's official transcript and matching that credit to a corresponding course in a proposed program of study at Winebrenner. To be eligible, courses must be from an accredited school recognized by CHEA (Council for Higher Education Accreditation) or from a school with an articulation agreement with Winebrenner Theological Seminary. All courses considered for transfer will be evaluated for equivalence with Winebrenner degree programs and courses as well as for equivalent rigor. Students transferring credits may be required to complete an interview with the CAO to review the student's

curriculum plan. A minimum of one full-time academic year of coursework, calculated as one-third of the total credits required for the degree, must be completed at Winebrenner to receive a degree. Specialized programs such as the MACC and DMin may have additional transfer policies.

Students who have completed a degree(s) or coursework from an educational institution that is not accredited by an approved CHEA accrediting body will need to provide proof of the institution's accreditation from other Christian or governmental accrediting bodies. This policy will also include international students. Each student's situation will be evaluated on a case-by-case basis to verify the educational equivalency of their degree program and other academic work. Transfer credits for Clinical Counseling students are explained in the MACC section of this Catalog. The Chief Academic Officer requires that the proper forms are submitted to the Academic Office and that official transcripts are received by the Admissions Office prior to the commencement of the 7-10–day process for determining transfer of credit.

***Advanced Standing***. Credit may be given for courses taken previously on an undergraduate level according to the standards of advanced placement as currently defined by accreditation standards. To be eligible, courses must be from an accredited school recognized by CHEA or from a school with an articulation agreement with Winebrenner Theological Seminary, or from appropriate ICS courses taught by qualified faculty in a 12-week course setting. Eligible courses are those with a **B+ or higher**. Advanced standing may be given up to one-third of the total credits required for a degree, provided the student is still able to demonstrate degree outcomes. All courses considered for advanced standing will be evaluated for equivalence with Winebrenner degree programs and courses as well as for rigor. Credits should have been earned within the last ten years. Final approval of acceptable advanced standing credits rests with the Chief Academic Officer. The Chief Academic Officer requires that the proper forms are submitted to the Academic Office and that official transcripts are received by the Admissions Office prior to the commencement of the 7-10–day process for determining the acceptance of advanced standing credits.

Advanced standing to fulfill a single Religious Heritage requirement for MACC students (IS 6950 is not included) will only be granted if the course was taken at an accredited school recognized by CHEA or by articulation agreement with Winebrenner Theological Seminary. Credits must have been earned within the last ten years.

A combination of transfer credits (graduate) and advanced standing credits (undergraduate) may be considered by the CAO, provided a minimum of one full-time academic year of coursework, calculated as one-third of the total credits required for the degree, must be completed at Winebrenner. Some courses such as CM 5810 The Ministerial Person, TH 6600 Theology I, TH 6610 Theology II, TH 6640 Christian Ethics, and other courses considered significant attributes of the Winebrenner experience, or courses used as important assessment points for student learning outcomes, may not be replaced by transfer credits or advanced standing credits at the discretion of the CAO.

***Shared Credits.*** Students having obtained a graduate degree (either at Winebrenner or other school with CHEA recognized accreditation) may transfer credits from that degree into an additional degree at Winebrenner, up to one half of the new degree program (up to two-thirds for the Master of Divinity program). The Winebrenner transfer policy will govern acceptable

courses. (Note: the MACC program does not accept the transfer of clinical courses.) The student must have coursework that demonstrates all program level outcomes and might be asked to demonstrate achievement of those outcomes, on a case-by-case basis. Such requests will come from the Chief Academic Officer in collaboration with appropriate faculty members.

Winebrenner Seminary does not accept students applying through an F1 Student Visa as residential within the United States.

Winebrenner Seminary is unable to accept VA benefits to cover tuition or fees.

**Background Investigation Policy**
In order to enhance the health, safety, and security of students, faculty, and staff of Winebrenner, as well as those external constituencies where Winebrenner students serve during supervised coursework, all students in degree programs where supervision in an external setting is required shall submit to a background investigation (e.g., Practicum, Internship, or Supervised Ministry.) All students are required to complete an online Authorization for Background Investigation form through "Protect My Ministry" when registering for Practicum or for Supervised Ministry (CM 7860.1). This online form must be completed and submitted upon registering for the course, but in all cases before the student begins serving in the supervised practical experience. **The individual student will be assessed a fee for this required investigation.** Protect My Ministry does a full, seven-year all locations investigation on the national, state, and court jurisdiction levels. "Protect My Ministry" is considered the industry standard for this kind of background investigation. "Protect My Ministry" does not do fingerprinting. Depending on your state of residence, if fingerprinting is required, you will need to use an additional company. All records obtained will be held confidentially in the student's Populi Profile.

In the event of an adverse finding, the Chief Academic Officer will be notified and will review the finding in consultation with the program director or advisor. The student will be contacted and given opportunity to provide explanation of the circumstances. In some instances, the student will be required to modify the type of setting or activity allowable. Appropriate location staff will be identified with proof of this notification provided to the Chief Academic Officer. Should the student be ineligible for a Practicum, Internship, or Supervised Ministry setting based on an adverse report, essential personnel will be notified. It must be noted that, in extreme cases, the adverse finding may be severe enough to require dismissal from a degree program or dismissal from the Seminary.

## TECHNOLOGY STANDARDS

From time to time, the technology standards must change to meet the demands of an ever-changing digital delivery landscape. All students and instructors are asked to review these updated technology guidelines for efficient, quality online learning at Winebrenner Theological Seminary.

**Computer Hardware and Software Capability and Compatibility**
Student and instructor computers must be compatible with and running an updated version of Microsoft Office and have access to MS Teams with high quality webcam and microphone for

full and uninterrupted class participation. The computer must have the ability to connect to the Internet via high-speed (no dial-up) with a wireless network card (802.11b/g/n) for wireless connectivity or an Ethernet network interface card (NIC) and network cable (Ethernet) for wired connectivity. Internet connection must be of sufficient stability and speed to allow simultaneous synchronous video conferencing, viewing of videos, using break-out rooms, and more.

Winebrenner recommends desktop computers because of speed and memory capabilities, however, laptops can be very helpful especially when mobility is important. If laptops are used, students and instructors may find it helpful to have a wired or Bluetooth mouse and a wired or Bluetooth full-sized keyboard (recommended, not required). To keep from overwhelming the onboard memory for a desktop or laptop, we recommend cloud storage and/or external hard-drive memory for both desktops and laptops. Using a pad or a phone is not a workable solution and will not be acceptable for online learning or instruction.

Minimum Configurations for Windows-Based Personal Computers:

- Intel i3 12th generation Processor or AMD equivalent
- 8 GB RAM
- 256 GB SSD
- Windows 11 or higher
- Wi-Fi network card
- 1080p (Full HD) or 2K/4K resolution Webcam with 30fps or higher frame rate. (Key features to look for include good image quality, a clear microphone, and features like AI tracking or auto-focus.)

Recommended Configurations for Windows-Based Personal Computers:

- Intel i5 12 generation Processor or AMD equivalent
- 16 GB RAM
- 512 GB SSD
- Windows 11 or higher
- Wi-Fi network card
- 2K/4K resolution webcam, with 60fps or higher frame rate, with a quality microphone and AI tracking.

IMPORTANT: Using a desktop or laptop computer designed to operate solely in the Microsoft Edge environment will produce limited capabilities and require the online-only use of some vital apps like MS Word. This is not a suitable computer for high-quality digital delivery of online courses and/or doing homework assignments. Keep all of these hardware details in mind when shopping for your computer.

**Computer Assistance**

Beyond what computer equipment to purchase and use for online education, another big challenge for students new to digital delivery of online courses is how to use your computer to navigate your Populi Profile, the Populi course sites, your Outlook email, UFNet, Microsoft Teams meetings for class sessions, and Microsoft 365 for assignments.

All students are encouraged to focus on foundational skills, such as:

- using a keyboard and mouse
- understanding your operating system
- learning how to navigate the Internet
- accessing and becoming familiar with your Populi Learning Management System (LMS)
- using email (your findlay.edu school email through Outlook and UFNet)
- how to navigate common software like Microsoft Word (word processor), Excel, PowerPoint, and more.

You should utilize free, online courses and resources to learn essential skills or attend classes at a local library. Hands-on, regular practice is required to master concepts and get comfortable with digital delivery.

**Computer Security**
Students and instructors are required to have up-to date anti-virus software, anti-spyware software, and up-to-date operating system security patches and updates.

**Students and instructors are required to use school-issued email addresses, when issued, for all correspondence**. **Failure or refusal to use school-issued email for seminary correspondence puts everyone at risk. Furthermore, Populi notifications for course email and noticies must not be turned off or disabled.**

**Word Processing (and other productivity software)**
All papers and assignments must be submitted using the latest Microsoft Word software, a part of the Microsoft Office Suite. Files should be saved and submitted using the .docx, .xlsx, or .pptx formats.

Some computers (desktop and laptop) created to work within Microsoft's Edge environment can be very limiting and might require the online only use of MS Word and are therefore not considered compatible with Winebrenner's digital delivery of online learning.

Computer software may change as the need arises. When documents are created in software other than Microsoft Office, it is the student's responsibility to save the document in .docx for Word, .xlxs for Excel, or .pptx for PowerPoint formats and guarantee formatting compatibility.

*Microsoft Office 365*
Winebrenner Seminary (through The University of Findlay) is currently under a Microsoft Campus Agreement (MCA). At this time, a valid UF ID and/or email allows Winebrenner students to download these products through their Office 365 account with no additional cost to the student. (This is not available to ICS students or students from other Partnerships with Winebrenner who do not receive findlay.edu emails or student IDs.)

Graduate students and some ICS@WTS students (with findlay.edu emails) may simply log in to their email account and click on the nine dots in the upper left of the page to use the web version of the MS apps, or after clicking on the nine dots, click on Microsoft 365 and in the right had corner will be a button for Install and more.... to install the apps on the computer.

The Systems and Network Rules and Guidelines form can be found here.

**Video Conferencing – Digital Delivery Guidelines**
Students are expected to represent professional dispositions of maturity and responsibility in their usage of technology during class, including computers, cell phones, etc. Students should be "on camera" in MS Teams classes and ready to participate in the learning community.

The Internet connection must be of sufficient stability and speed to allow synchronous video conferencing. Instructors are asked to be models of what it means to be mature and responsible with technology. Everyone logging in to MS Teams must do so through UFnet to gurantee security, and full-functionality within the Teams classroom environment. Failure to enter Teams through UFnet is not an excuse for poor connection, interruptions to service, or failure to view scrren shares and take part in breakout rooms. Go here for help getting Teams up and running through UFnet. (See more on Teams under **Learning Technology**.)

Attend all Teams class sessions from a venue that is conducive to learning from a stationary computer or tablet with keyboard, webcam, microphone, and a strong, stable Internet connection. Winebrenner requires that the camera is stationary to avoid a moving image on the screen. Do not exercise, shop, drive, walk, rock in a chair, or be in the company of other people as this will create distractions and is a detriment to the entire class setting. The environment should be secure from inadvertent breaches of privacy and confidentiality.

The lighting in the room must be sufficient to light the participant's face, and the entire face must be properly centered in the middle of the computer screen. The camera should be positioned so that it is at eye line or slightly higher, angled slightly downward. This allows for natural eye contact with other participants. The face should be roughly centered in the frame and not obscured by the name in the lower left of the screen or disappearing below the bottom of the screen. Participants should learn to look directly into the camera lens when speaking to simulate eye contact and appear more engaged and to give everyone in the class a sense that all are "present" in the learning environment. You are encouraged to watch this helpful video on camera placement.




**Good** **No.** **Still no.**

Except during breaks, all cameras should be turned on and you must be present; no blank screens or avatars during class session except for normal personal breaks. Students may eat when necessary, as long as the mic is muted and the eating does not cause a disruption. Unless otherwise specified by the instructor, microphones should be muted until ready to speak to avoid having the class disrupted by background noise. Students may use headphones if background noise is present or if your microphone causes feedback. Participation grades do include students' attentiveness and active, conversational interaction.

If the internal microphone on a computer does not properly pick up your voice, you may need to move closer to the internal (built-in / onboard) microphone or adjust the noise suppression on your Teams app. In extreme cases an external mic may be needed, positioned close to you, in order to be heard well. This video on microphones may be helpful. Please note that most participants will do perfectly well in an online classroom with the onboard (internal) microphone, especially when the noise suppression is set to auto or high. You do not need to buy expensive microphones, and you would only purchase an external microphone if your internal microphone does not work well enough for your voice to be heard.

**Learning Technology**

*Populi*

Populi is the Campus Management System used by Winebrenner which includes a Learning Management System (LMS). The LMS provides access to syllabi, book lists, lessons, assignments, files, links for video conferencing, and course evaluation. A Populi app, available for Android and iOS, allows some minimal functions but students will need access to a computer in order to take classes through the Learning Management System.

Students and instructors are required to upload an accurate photo to their Populi Profile that clearly shows their face to verify identity. Family photos, vacation photos, or professional portraits may be used but avatars or cartoons are not considered helpful. (See the faculty and staff photos earlier in this Catalog.)

Populi also provides students access to financial functions (account balance, paying tuition and fees) and to registration during the registration period (typically two weeks prior to the end of the current trimester up to the day before the first day of classes in the upcoming trimester). Students may view unofficial transcripts and perform degree audits through Populi. Students receive login information during the admissions process. Students should not turn off or disable notifications in Populi since this is a primary means of seminary communication.

Students can access Populi orientation materials here: https://support.populiweb.com/hc/en-us/sections/1260801932549-Student-Tutorials.

Questions regarding Populi should be addressed to the Chief Academic Officer and not the UF-ITS.

*Teams*

Teams is the online teaching platform used by Winebrenner where students and instructors meet for live, synchronous, virtual class sessions. The instructor will post the link to the Teams class sessions on Populi (on the Syllabus page) and can also include the link in a Bulletin Board post on the Dashboard page. Students and instructors are required to use the Teams app that is native to Windows or Mac rather than using a web or mobile version. (There are features that are not available and could change if you use the web/mobile version.) Users must sign into Teams throuth their UFnet account. Go here for help getting Teams up and running through UFnet.

When the labels "External" or "Unverified" or the icons , , or appear next to a student's name in a Teams meeting, that signifies they are not properly signed in. "External" ( or ) means that the user is signed into a Microsoft account that is not a UFnet account. "Unverified" ( ) signifies someone has joined when not signing into an account; Teams doesn't know who they are because they have not been authenticated. Students with a Trust Indicator icon has not properly signed in through UFnet and will likely miss out on breakout rooms, screen sharing, and class presentations. Please see this document for additional information.

Hovering over the icon will reveal the issue with the "Trust Indicator" icon. (If there is no Trust Indicator, that signifies that the student is properly signed in and that all aspects of Teams should work for that student.) The only way to get rid of a Trust Indicator is to sign in through UFnet.

From time to time, it may be necessary to update the security settings on your computer when using Teams. This will allow screen sharing, participation in breakout rooms, and more. If you have ongoing issues with logging in or staying logged in to the Teams class session, consider these tips: 1) shut down anything that you don't need during a meeting; 2) make sure you have a dedicated audio source (speakers or headset) and microphone for a meeting (this can be the built-in mic/cam in a laptop monitor/bezzle; with older computers it may be wise to purchase a headset and external camera); 3) ensure that you have a strong WiFi signal when connecting or use a CAT5/6 cable to connect to the Internet for fast speeds to your computer from the router/internet connection. You should also look to see if you have the most recent version of Teams. (See this document for help with updating Teams.)

There are several helpful videos on different topics for Microsoft Teams at this link: https://support.microsoft.com/en-us/office/microsoft-teams-video-training-4f108e54-240b-4351-8084-b1089f0d21d7

*Email / UFnet*

**All instructors, graduate students, and most ICS@WTS students are required to use their school-issued email address for all school related matters and all all seminary-related correspondence when/if a school email has been assigned. Students should not shut off or disable notifications in Populi.** Winebrenner is not responsible for assignments or vital information that is lost or fails to be delivered in a timely manner if students fail to adhere to this policy. Grading information, emergency notifications, community concerns, degree audit information, changes to the Catalog, and graduation information are all sent by school email and Populi notices. Please note that instructors **do not** have to open emails or accept assignment submissions from email addresses outside the UFnet or Populi due to reasons of computer security and virus-protection. Students and instructors must use their UFnet account to seamlessly access academic applications such as Outlook Email and Teams. (Students from Regions and/or Partnerships are not issued school emails.)

When you first received your UFnet email account you were given these instructions:

1. Click Here to access Student Resources.
2. Select the email icon.
3. Sign in using your@findlay.edu and Temporary Password (sent to you in that initial email) and follow the password rules on the update password page. At initial sign in, you'll be prompted to create a new password. (You should keep a record of your password.)
4. After completing your password change, you'll be prompted to set up your Multi-Factor Authentication (MFA). Click here for help with MFA instructions, or call 419-434-4357, or email helpdesk@findlay.edu.

If you have trouble accessing your UFnet account, please contact the ITS Help Desk at helpdesk@findlay.edu or 419-434-4357.

**Online Registration for Courses**

Graduate students and ICS@WTS students are expected to register for courses online via Populi during the official registration period of the Seminary. The opening date for online registration is listed in the published Academic Year Calendar on winebrenner.edu. All outstanding balances must be paid prior to registration for a new trimester.

In addition to outstanding balances prohibiting registration, if a student has not completed the FERPA Release Form, the Systems and Network Rules and Guidelines, and the Agreement to Respect the Intellectual Property of Instructors, course registration may be delayed until those forms are submitted.

Students may not register for courses after the first day of classes. Students may be added to courses by the Chief Academic Officer, but no courses will be added after the first week of the trimester. Courses may be dropped by the student prior to midnight the day before the first day of classes. After that date, the CAO must "withdraw" a student from a course. Some tuition may still apply to withdrawn courses, so students are encouraged to drop prior to the start of the trimester.

Students taking Regions courses and/or students from certain partnerships with Winebrenner will be registered through the Winebrenner Admissions Office.

*Syllabi*

The majority of course syllabi will be made available in Populi by the instructor who is teaching the course. It is the student's responsibility to download the syllabi; no syllabi will be sent to students. Syllabi for Regions and other Partnerships will be made available through the instructor or the CAO.

*Textbooks*

Students are responsible for acquiring their own textbooks from a source of their choosing. The list of texts for each course is found in the individual course on Populi. Textbooks should be purchased far enough in advance of the initial class meeting in order to accomplish assigned reading and be ready to learn starting on the first day. Hardbound, paperback, eBooks, or audio books may be used. If a book list or reading list cannot be found, you may contact the instructor or the CAO.

Your textbooks are purchased by you from any number of book suppliers. Winebrenner recommends new or used books from:

- abebooks.com
- alibris.com
- barnesandnoble.com
- betterworldbooks.com
- bookfinder.com
- bookoutlet.com
- booksamillion.com
- bookscouter.com
- bookshop.org
- booksprice.com
- christianbook.com
- textsurf.com
- thriftbooks.com

**Electronic Course Evaluations**

All students are required, at the end of every trimester, to complete an electronic course evaluation for each course in which they were enrolled; directions for completion on Populi will be sent at the end of the trimester. The data from course evaluations is anonymous. Timely completion of course evaluations is stressed; the data from the course evaluations is essential for the quality of our teaching and our course designs.

**Use of Generative AI (Artificial Intelligence)**

A growing concern in education is the use of artificial intelligence to compose or contribute to written work. Passing off AI generated composition as one's own work is no different than copying a human author's work and submitting it as one's own; both are considered plagiarism and detract from learning and are an affront to academic integrity.

Doing respected, scholarly work requires that the work submitted is the learner's own, original work. Something written by AI is not considered the original work of the learner, but the work of the AI. Academic integrity at Winebrenner requires that all learners submit work that is their own.

Not citing a source properly, paraphrasing the work of an author and forgetting to give credit where credit is due, or even quoting Scripture without telling our readers where that passage can be found (whether intentional or accidental) can be considered plagiarism. At Winebrenner, we typically give our students the benefit of the doubt for the first occurrence, but the second occurrence can result in an Academic Warning. Academic Warnings can lead to Academic Probation which can ultimately lead to Academic Dismissal.

Using helpful tools or apps to check spelling and grammar are permissible. For example, tools like MS Word autocorrect, spell-check, and grammar-check features, or the Grammarly app can scan for errors and may make suggestions for corrections. This is not considered any more of a

problem than consulting a dictionary, thesaurus, or a writing style guide. The point at which the use becomes a concern is when we accept and allow Grammarly (or a similar tool) to suggest the best wording in a sentence and then follow its instructions or allow it to make the change(s) for us (whether automatically or by our choice). When we accept an entire re-written sentence, paragraph, or section of our text, the inserted text that is generated by AI will appear on a plagiarism/AI check as text generated by AI and will be flagged as suspicious. When AI smooths out or refines your writing, the use has moved beyond checking your text to generating your text.

When a student uses an app like Grammarly nearly every word a learner writes is questioned by Grammarly. Suggestions are made for word placement, grammatical improvement, sentence fine-tuning, and flow of the narrative. In fact, at times Grammarly will highlight or underline words or place a bracket in the left margin showing that it has a complete re-write planned. If a student accepts the re-write Grammarly's AI has generated, the replacement text will now likely be flagged as AI-generated even though the student believes they composed the original text. Unfortunately, allowing Grammarly to become the ghost-writer means the original text is gone and has been replaced by AI.

If a student accepts Grammarly (or another tool) that has been used to fine-tune their writing there should be a citation that AI was used for content assistance. Instructors may still grade down on any generative AI assistance. A rough estimate of less than 20% of content from AI assistance is what the Winebrenner faculty currently considers a reasonable upper limit in an individual assignment. If that happens on a regular basis, that 20% begins to suggest a student is only doing 80% of the work they should be doing.

(**Note**: students can turn off the generative AI features of Grammarly by following these instructions: https://support.grammarly.com/hc/en-us/articles/26993719119501-How-can-I-turn-off-AI-in-the-Grammarly-product-offerings-Does-the-use-of-Grammarly-trigger-AI-detectors )

In a similar fashion, a translation app may help improve the readability of a paper for those whose first language is not English. It is important to note, however, that using a translation app to improve another translation app, or using an app like Grammarly to smooth out or refine the text that has been provided by the translation app moves beyond translation into a generative use of AI and will appear to be plagiarism or the unacceptable use of AI. When using a translation app, students should: 1) provide the instructor with the completed assignment in the original language; and 2) attach the simple, first-generation translation from the translation app without the use of any other translation app or a refinement app such as Grammarly.

We believe there are some educational benefits for using generative AI, so Winebrenner does not unilaterally prohibit all use of AI. AI might help summarize class session notes, organize lesson or course content for study or review, and allow for interaction when working through new or difficult material. AI can help break through writer's block or the creation of a basic outline for a project. There are helpful, rule-based, non-generative AI programs that can help with research, spelling, grammar, and translations but these are very different from generative AI that composes writing from a few suggestions. Generative AI can provide rich tools for shared learning in digital delivery environments.

Research-specific software, such as Elicit, Research Rabbit, or Undermind can be used to explore available literature on a specific research prompt. The software doesn't necessarily provide the full text of articles or journals but will give some sense of the connected topics that relate to a research query. This can be helpful when brainstorming a topic for a specific research paper. More general search engines, such as Chat GPT and Perplexity, can be used to explore a general level of information on a given topic.

What is not allowed is giving writing prompts to an AI and ask it to compose something for submission. That simply is plagiarism and should not become the norm for any student, any course, or any grad school. Being mindful of our academic integrity and living up to the standard that we will never pass off someone else's work as our own, even an AI, must remain a vital part of our growth as students and professionals.

**Digital Theological Library (DTL)**
Winebrenner Theological Seminary is a member of the Digital Theological Library. Students are provided with login information during the orientation process: the student ID # is the personal passcode for Winebrenner Theological Seminary login on the DTL. Please note that it can take as long as 7 days for a new student ID number to become activated within the DTL.

The library consists of approximately 1 million ebooks and 80+ million articles, journals, and databases.

The DTL is not for purchasing textbooks nor is it a bookstore, it is a academic library for reading and research. Students may request inter-library loans through the DTL, or if a title cannot be found the DTL librarians can provide assistance in finding the title. If the DTL does not have the title, and it is the kind of reference book that belongs in the DTL, they will ask Winebrenner to purchase the title and make it available like the other reference materials.

More information may be found in the Graduate Catalog under "Library." DTL orientation materials can be accessed here.

## ACADEMIC STANDARDS

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

**Delivery Types**

*On-Campus* – Lecture or active learning takes place primarily in a physical classroom setting.

*Online* – Geographically distributed students learn from their home or office, using scheduled Teams sessions.

*Hybrid* – A combination of online and on-campus learning environments.

*Contextual* – Students learn from one or more contexts including the context in which they are currently serving, many with supervision by a mentor, all moderated by an instructor.

*Blended* – A unique combination of settings which may include synchronous, asynchronous, field education, hands-on environments, directed learning, independent research, scholar-driven forums, student-led learning, seminars, multiple instructors or presenters, partnership with outside learning pathways.

**Distance Delivery**

The MAPT and MDiv are offered through synchronous, distance delivery (live classes online). The MACC and the DMin degree are offered primarily through synchronous, distance delivery (live classes online) with an annual summer intensive (blended).

**Classroom Status**

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

**Audit of Courses**

Individuals who want the opportunity to take one or more courses per trimester but do not desire seminary credit may apply as auditors. An auditor may participate in class discussions and interactions provided they have done the assigned reading. Auditors are excluded from submitting assignments or taking tests although the auditor may do assignments for their own edification. Assignments are not graded, nor will the auditor receive a grade or credit for the course. To enroll as an auditor, students must submit an application through the Admissions Office and sign an Auditor Covenant. A bachelor's degree may not be required. Auditors will be enrolled in the course only after all degree students have been enrolled.

*Auditor Covenant* – Winebrenner values the presence of auditors in the classroom. Their presence can serve to enrich both the classroom and the faith journey of the auditor and serves a role in equipping them for service in God's Kingdom. The Academic Auditor's Covenant seeks to clarify the rights and responsibilities of auditors in the Seminary classroom and must be signed by the auditor prior to the start of the course.

**Grading System**

While a course may have several educational goals, one single grade is given for student performance in that course. Instructors reserve the right to factor into the student's grade elements such as tardiness, attendance, class participation, interaction with assignments, and

personal and professional disposition. Matters of form, style, and grammar are pertinent in evaluating student work.

*Guide to Determining the Quality of Work*

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

Students registered for credit will be required to fulfill all requirements of the course syllabus and earn the equivalent grade of C- or better in order to pass the course and receive credit. However, persistent C- course grades may result in a cumulative GPA below what is necessary for graduation (3.0). A course in which an F (below 70%) is received may not be used to meet the minimum hour requirement for the degree. (The DMin degree program, and all clinical courses in the MACC degree program, require a B- or better (80%) to receive credit.) A required course in which a failing grade is received must be repeated. Elective courses do not need to be repeated if a failing grade is received yet the cumulative GPA remains above 3.0.

**Grade Scale**

| Letter Grade | Percentage | Grade Point Value |
|---|---|---|
| A+ | 99-100% | 4.0 |
| A | 94-98% | 4.0 |
| A- | 90-93% | 3.67 |
| B+ | 87-89% | 3.33 |
| B | 83-86% | 3.00 |
| B- | 80-82% | 2.67 |
| C+ | 77-79% | 2.33 |
| C | 73-76% | 2.00 |
| C- | 70-73% | 1.67 |
| F | Below 70% | 0.00 |
| I | Incomplete | - |
| W | Withdrawn | - |

*A course grade of F will not meet the requirements for degree credit.*

*A course grade of C+ or below will not meet the requirements of the DMin degree or for clinical courses in the MACC degree.*

*Too many courses with a grade of C- may cause the GPA to slip below the 3.0 required for graduation.*

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

**Pass/Fail Courses**
Practicum, Internship I and II, as well as Doctor of Ministry writing project courses are graded on a pass/fail basis. Submitted work must satisfactorily complete assignments, as explained in related syllabi. Any work that is not satisfactory, or not submitted, will result in failing those courses. Pass is based on the direct equivalent of 80%+ in standard grading (B-) while Fail is anything under that. Depending on the course, a Pass may not positively impact the GPA, but a Fail will always negatively impact the GPA.

**Repetition of Courses**
Students must repeat a required course in which a failing grade was received at the earliest possible trimester in which the course is offered. Any student who receives an F in the same course twice must receive permission from the CAO to take the course a third time. After the course is successfully completed, only the passing grade will be utilized in calculating the student's GPA. The grade for the course which was repeated will be converted to R and will not be included in the calculation of the student's GPA. The record of previous coursework will not be expunged from the student's transcript. If a student earns a grade lower than B- in a clinical course in the MACC program, the student must retake that course. Students who have received F grades in more than one course will be required to re-take these courses in order to continue in their degree program. To repeat or retake a course, all course work and attendance in the course must be done over again. All tuition and fees apply again for courses that are repeated or retaken.

Students have the right to retake any course (as long as current prerequisites and departmental and program requirements are satisfied), and have only the highest grade used in the computation of their total grade point average. Again, to repeat or retake a course, all course work and attendance in the course must be done again. All tuition and fees apply again for courses that are repeated or retaken.

**Academic Warning, Remediation, Probation, and Dismissal**
Students whose cumulative GPA falls below 3.0 will be placed on **Academic Warning** status. Warning carries with it the limitation of registration for only two courses (6 credits) per trimester and the requirement to meet with their Advisor and the Chief Academic Officer to establish an academic **Remediation Plan (RP)**. (If the student fails or refuses to meet, an RP will be created by the Advisor and CAO and imposed upon the student.) Academic Warning status remains in effect for only one trimester. If a student has not met the minimum GPA requirement of 3.0 by the end of that trimester the student will be placed on **Academic Probation**.

When a student is placed on **Academic Probation**, registration is limited to two courses or 6 credits per trimester and an RP will be created by the Advisor and CAO and imposed upon the student. Upon the lifting of an Academic Warning or Academic Probation the student can be limited in how many courses can be taken in a trimester as approved by the Advisor and the CAO. A student who is on Academic Probation for two consecutive trimesters or three total trimesters may be subject to **Academic Dismissal** from the Seminary upon final approval of the Executive Director or Seminary President. (Students whose cumulative GPA falls below 2.0 are subject to immediate Academic Dismissal.)

Students dismissed for such unsatisfactory academic progress may request readmission after a period of one year (three successive trimesters), and may be readmitted with a mandatory Remediation Plan (RP) in place. Students will be subject to the current Catalog in force when they return. (Any student who interrupts their study at Winebrenner by more than one year or three successive trimesters will also be subject to the current Catalog in force when they return.)

**Dispositional Warning, Remediation, Probation, and Dismissal**
"Disposition" refers to personality traits or internal factors that influence behavior, like attitudes, beliefs, or temperament. At times a significant concern about a student's disposition is identified through repeated issues in contact with faculty and/or administrators and/or through a lapse or failure in one or more of the elements covered in the Standards of Life section of this Catalog. If a dispositional concern is identified, three options are available. The student may placed on **Dispositional Warning** status and/or be given a dispositional Remediation Plan (RP). If the concerns are severe enough, the student may be placed on **Dispositional Probation** or the student may be recommended for Dispositional Dismissal, following the process outlined in this Catalog.

When a student is on Dispositional Probation, financial scholarships may be removed. The student will not be eligible to be a graduate student assistant. The student will not be eligible for field work (Supervised Ministry, Practicum, Internship I, or Internship II). Dispositional Warning or Probation will last one trimester. At the end of that time, a re-evaluation shall take place. Continuing Warning or Probation shall require approval from the student's advisor and the Chief Academic Officer, with input from the Executive Director. If the student does not show corrective growth or progress throughout the duration of Dispositional Warning or Probation, the student may be dismissed from the Seminary. The student may willingly choose to leave the Seminary. If a student is dismissed while on probation, or willingly decides to leave, three successive trimesters must elapse before they may return. Students must reapply for admission. Dispositional Probation will continue upon return with a Remediation Plan in place and the degree program will be governed by the current Catalog in force upon return.

**Remediation Plan—including for Academic or Dispositional Warning or Probation**
A Remediation Plan may be established at any time, including for Academic and/or Dispositional Warning and Probation. The following Remediation Plan (RP) procedures should be followed:

- The student will be formally notified by the Chief Academic Officer of the specific problem areas noted by faculty or advisor(s), whether academic or dispositional or both.
- A Remediation Plan (RP) to remedy the problem(s) will be developed in conjunction with the CAO, the student, and the student's advisor (who shall advocate for the student's interests). If the student fails or refuses to take part in the creation of an RP, an RP will be created in the student's absence.
- This Remediation Plan will: a) define the student's problem(s); b) identify the expected behavior or attitude goals; c) specify possible remediation methods to reach those goals; and, d) designate a date for goal attainment, which shall not exceed the length of a full academic trimester.
- The Remediation Plan shall be approved by the CAO before implementation.

- If the conduct warrants, a recommendation may be made to the CAO that the student be placed on Academic Probation and/or Dispositional Probation. In the event the student will not accept the terms of a Remediation Plan, they may be placed on Dispositional Probation and may be dismissed from the Seminary immediately. Dismissal will follow the procedures outlined in this Catalog.

At the end of the specified time, there shall be a re-evaluation. One of three options may be recommended.

1. As the student grows, the specified concerns may no longer present a significant problem. The student will be removed from Academic and/or Dispositional Probation and any Remediation Plan(s) and continue in the program.
2. If improvement is only moderate, the faculty may recommend to the CAO that the student remain on Probation and/or be required to continue Remediation. A decision to continue Remediation requires an update to the Remediation Plan and another date set for a subsequent re-evaluation, no longer than the length of a full trimester. (A third Remediation Plan shall not be approved without the Executive Director's or Seminary President's approval.)
3. If there has been no improvement, the advisor and/or Chief Academic Officer may recommend academic Dismissal which must be approved by the Executive Director or Seminary President.

**Registration for Courses**
Students are expected to register for courses online via Populi during the three official trimester registration periods of the Seminary. The Chief Academic Officer emails registration information to students's school email addresses prior to the registration period. All outstanding balances must be paid prior to registration for a new trimester.

In addition to outstanding balances prohibiting registration, if a student has not completed the FERPA Release Form, the Systems and Network Rules and Guidelines, and the Agreement to Respect the Intellectual Property of Instructors, course registration may be delayed until those forms are submitted.

Students may not register for courses after the first day of classes, however, students may be added to courses by the Chief Academic Officer.

Students taking Regions courses and/or students from certain partnerships with Winebrenner will be registered through the Winebrenner Admissions Office.

**Changes in Registration, Additions, Drops, and Withdrawals**
Courses may be dropped by the student prior to midnight the day before the first day of classes. Courses may not be added after the first week of the trimester. Changes in registration and adjustments of the student's academic schedule must be approved by the CAO.

Withdrawal from courses after the first academic week will be recorded as Withdrawn (W). Students may request to be withdrawn from a course until the published last day to withdraw

listed in the Catalog. After the published last day for withdrawal students may not be withdrawn but may request an course extension. In the event of a life situation outside of the student's control, a student may request withdrawal after week 7 and receive a grade of "W" by the action of all three of the following: the instructor, the advisor, and the Chief Academic Officer. The student must make the appeal through school email to the CAO. From time to time, the Executive Director may be consulted. (See the Financial Information section of this catalog and its statement regarding the refund of tuition and fees for further details.)

*Administrative Withdrawal and Grading:* Students may be administratively withdrawn from a course due to inactivity within the first two weeks (14 days) of a course. Inactivity is determined by Populi activity and communication with the instructor.

*Change in Registration Status:* If a student wishes to change their registration status in a course (either from credit to audit or vice versa), the student must notify the CAO before the second week of the course.

**Policy for Students Experiencing a Federal/State Agency Required Deployment (including National Guard Duty)**

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

*The student will:*

- Advise instructor(s) by email of the anticipated deployment and duration.
- Upon return, provide the instructor with proof of deployment in the form of an official notice or identification card.

*The instructor will:*

- Verify the deployment by viewing the official notice or identification card.
- Provide an automatic 14-day extension to the student's coursework.
- Not make any deduction for missed course dates or Populi 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 CAO of a deployment extension in order to extend the due date for the student's final grade.

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

*The student will:*

- Advise instructor(s) **and** the CAO by email of the anticipated deployment and duration.
- Provide a copy of the official deployment notice to the CAO.

*The Chief Academic Officer will:*

- Determine if the date for a course drop without penalty has passed.
- Record a grade of W.
- Annotate the student's transcript for the impacted trimester with the following phrase: *This grade was received as a result of a required federal agency deployment, which resulted in the student being withdrawn before the end of the course.* (The course will need to be retaken if it is a core course.)

**Time Limits for Completion of Master's Degrees**
To ensure that a degree, when granted, represents education that is current and academically focused and significant, requirements for each master's degree normally include credit earned only within 150% of the recognized time frame for earning the degree, stipulated here as a standardized nine year time frame for all master's degrees. This includes credits earned elsewhere and transferred for credit into a degree program at Winebrenner. Variation beyond the 150% of the recognized time frame for earning a master's degree is only with approval by the Chief Academic Officer and may require the assessment of additional fees, interviews, and/or some kind of assessment to show mastery. Students may be asked to replace these "stale" courses with current course offerings unless the current course offering is identical in course description and content to that previously earned. Students who have stale credits should contact the Chief Academic Officer for guidance. Students who do not complete a degree within the recognized time frame, as listed in the recognized course sequence maps in the Graduate Catalog, will automatically be moved from the Catalog from the year when the degree was started (pursued year) to the newest, most current Graduate Catalog.

**Graduation**
Matriculation at Winebrenner Theological Seminary culminates with graduation. Students who have completed their course of study by successfully accumulating the full required number of credits for their program of study will be eligible for graduation as long as their GPA meets the standards articulated in the Catalog, which includes achieving no less than a cumulative 3.0 GPA. Further, a student must be enrolled in Winebrenner at the time of completion and in good standing with the Seminary in terms of discipline, academics, disposition, and finances.

**Winebrenner has one graduation Commencement ceremony annually, at the conclusion of the Summer trimester, at which time completed degrees are officially conferred.**

Students expecting to graduate must complete an Intent to Graduate form during the Spring trimester (January-March) of the year they expect to graduate. The Chief Academic Officer will perform student degree audits and send the form to students who appear to be qualified. If a student anticipates graduating, they should contact the Chief Academic Officer if they have not been contacted by week 8 of the Spring trimester. **Timely completion of the Intent to Graduate form is the student's responsibility.**

A list of names will be presented to faculty by the Chief Academic Officer, who in turn recommends potential graduates to the Executive Director and the Seminary President. Graduates must then be approved by the Board of Trustees according to the policy set forth in the Winebrenner *Handbook of Operations*.

The Doctor of Ministry degree is conferred upon eligible students only when they have successfully completed every step of the program, including successfully completing an approved final project.

**Commencement Ceremony**
The Commencement Ceremony is a spiritual event as the culmination of being equipped for service in God's Kingdom. Participation by all graduates and current students is strongly encouraged. All academic work must be completed prior to participation, including final

paperwork for Applied Learning (field education) courses. All tuition and fees, including the Graduation fee, must be paid no later than July 20 prior to Commencement.

An appeal may be made to the Chief Academic Officer if the graduate believes there are extenuating circumstances regarding their eligibility to participate in Commencement. The CAO may consult faculty and advisors. Final approval of participation in Commencement rests with the Executive Director and/or Seminary President.

**Exit Interview**
Students who, for any reason, consider withdrawing from Winebrenner should schedule an appointment with the Chief Academic Officer. The withdrawal is not effective until final settlements with the Business Office and Financial Aid Office have been made.

**Disability Support**
It is the responsibility of students with disabilities to inform the Chief Academic Officer if accommodations are being sought. Winebrenner Theological Seminary will endeavor to make reasonable accommodations intended to provide access to educational opportunity. Winebrenner Theological Seminary has no obligation to make fundamental alterations of a program and/or curricula that would compromise course rigor, academic integrity, or expected outcomes.

- A Winebrenner student with a disability who is in need of accommodation is obligated to provide notice of the nature of the disability to the institution and to assist in identifying appropriate and effective accommodation.
- The notice should be provided to the Chief Academic Officer at least one week prior to beginning of each trimester. The CAO may be reached at mjohnson@winebrenner.edu or 419-434-4220.
- In addition, the student is required to provide supporting diagnostic documentation and/or professional prescription(s) for specific accommodations.
- Upon receipt of the aforementioned information, the Chief Academic Officer, the student's advisor, and other professionals appointed by the CAO will determine the eligibility of the student for necessary accommodation(s) and the possible accommodations that can be made available.

If accommodations are recommended the following guidelines are noted in the creation of a written Individualized Student Accommodation Plan (ISAP) that is created with the help of the student, presented by the student to their instructor(s), and placed on the student's Populi profile:

- The school has no provision for providing tutors in content areas. However, a student may ask the instructor 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 an instructor allow recording of lectures so they may be reviewed several times. This is considered a better method for reviewing lecture material than requesting notes from a fellow student.
- Additional time on examinations may be coordinated with the instructor upon approval of the CAO.

- An extension at the end of the course may be granted, but students are cautioned that additional extensions beyond the initial extension are rarely granted. Course extensions do not guarantee extensions on all assigned work since much of the coursework builds on previous assignments.
- No reduced assignments are permitted. Extended time on assignments is at the discretion of the instructor but cannot exceed 14 days.
- No grading changes are permitted and no test format changes will be permitted other than those which provide equality of access. No extra attempts at tests will be permitted.
- A student with a disability who requires assistance in the classroom may arrange for their own support person. The student should contact the CAO at least three weeks prior to beginning of each trimester to arrange for their support person to receive auditor status. If accommodation includes the need for an ASL interpreter, designated note-taker, language interpreter, personal needs assistant, etc., the Seminary will provide the opportunity for the student to arrange for such assistance. When a support person is approved to audit a course, necessitated by the student's disability, the Seminary will waive all associated fees. All waivers are approved by the CAO. Winebrenner does not provide interpreters or other types of class support persons. Certified and trained Service Animals are welcome, even with our digital delivery modality. Not all Emotional Support Animals can be accommodated due to the potential for disruption. Late Work, Class Absences, and Extension policies remain in effect.
- Students are primarily responsible for the implementation of their Academic Accommodation Plan in each of their courses. Once the ISAP has been established with the student and the CAO, it is the student's responsibility to keep a current copy of the ISAP, meet with their instructor(s) at least one week prior to the initial class session, provide them with a copy of their ISAP for the trimester, and discuss the implementation of the accommodations.
- Students receiving accommodations should communicate any issue(s) to the CAO or to their advisor as soon as the issue(s) arise. Students are responsible for contacting the CAO each trimester (or each academic year) to continue services and/or to request any adjustments to their ISAP.
- If an instructor finds that meeting a specific accommodation proves especially difficult, the instructor may appeal to the CAO for assistance, clarification of the accommodation plan, or suggested changes to the ISAP in place. The CAO, the student's advisor, the instructor, and other professionals appointed by the CAO will convene to discuss the problematic accommodation. When prudent, the student with the ISAP will be included in the discussion on the necessity of the accommodation(s) and/or the possible modification of the ISAP.
- Students without a current ISAP should not ask the CAO for an ISAP for the purpose of taking placement or licensing exams. Professional licensing boards and testing centers do not automatically adopt a graduate school ISAP. To secure accommodations for a specialized exam, students without an existing ISAP will need to formally apply for testing modifications directly with the licensing board or testing center under the ADA Requirements for Testing Accommodations. Since professional licensing boards and

testing centers do not automatically adopt graduate school ISAPs, especially ISAPs that have not been present for the duration of the student's primary studies, individual student will need to build a targeted case for the specific test. Students are cautioned to submit everything as early as possible. Approval of accommodations can take several weeks and generally must be approved before scheduling the exam date.

**Late Work, Class Absences, and Extensions**

*Late Work During the Trimester.*
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 or extreme life/ministry situations outside their control (as confirmed by the CAO), will have their grade on such late work reduced a total of 10% for the first week's lateness (from one to seven days). The reduction will be an additional 10% for the second week's lateness (from eight to fourteen days, for a cumulative total of 20% penalty); and another 10% for the third week's lateness, after which the grade on the late work becomes an F. This same policy will also apply to scheduled examinations or tests. Students may petition the instructor in writing for an exception to this policy. When such exceptions last longer than the initial one week, the CAO must be notified by the instructor. Similar procedures exist for residencies, intensive courses, and other specialized learning designs or modalities.

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

*Absence from Class(es).*
Regular attendance of classes is an integral part of successful learning in all course delivery types. Seminary students are training to be professionals responsible for the welfare of others, whether in ministry vocations, academic settings, or counseling situations. Class attendance, arriving on time, and active, meaningful participation in discussions and dialoque with peers and instructors are essential in order to evaluate the student's preparedness and, therefore, may constitute a portion of the student's final course grade. Students learning through the MS Teams online environment are to have their camera activated and be visibly present, observing good etiquette (as outlined in this Catalog and in the course syllabus).

**Two excused absences**, considered "advanced notice absences," may be granted by the instructor for illness, emergencies, ministry, or employment conflicts. An excused absence does not mean that the student's responsibilities are waived. Rather, "excused" means the instructor is aware of the upcoming absence and that the student will not be considered "missing" and therefore counted as an unexcused absence. An excused absence may be granted if a reasonable explanation is given and accepted by the instructor There is no excused absence that simply erases the required work, and there is no specific kind of absence that an instructor must count as full class session credit. The missed class session(s) may be made up, only with prior approval from the instructor, by performing additional academic assignments as prescribed by the instructor. Even with excused absences, the instructor is not required to give make up work and the absence may carry the penalty of missing participation points. All assignments and due dates

remain in place. If the requested or required absences become too frequent (two or more) the CAO may recommend withdrawing from the course.

**Vacations, reunions, mission trips, birthdays, anniversaries, and other similar times away are not considered excused absences and should be scheduled for the normal "breaks" in the Academic Year: April, August, and December. Since our courses are offered online, it is possible to attend a class session from anywhere in the world with adequate planning.**

An **unexcused absence** occurs when the student simply doesn't attend or give adequate reasons for an absence, or if the student does give adequate notice beforehand, and/or when the maximum of two excused absences has already been reached. The instructor is not required to give make up work. Two (2) or more unexcused absences must be reported to the CAO and may result in being administratively withdrawn from the course. It should be understood that two excused absences and two unexcused absences is one-third of the class sessions for the course and will likely result in a low grade or being administratively withdrawn from the course.

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| **Excused Absence** | Advanced notice given or a reasonable explanation is given and accepted by the instructor. | No more than two. | ▪ Make-up work can be given but is not guaranteed.<br>▪ Participation points can be withheld.<br>▪ All assignments and due dates stay in place. |
| **Unexcused Absence** | No advanced notice given, or two excused absences have already been taken. | No more than two.<br><br>Two unexcused absences may result in administrative withdrawal. | ▪ Make-up work typically not allowed.<br>▪ Participation points typically withheld.<br>▪ All assignments and due dates stay in place. |
| Combination of four | Equals absence from one-third of class sessions (4 out of 12). | Likely will result in administrative withdrawal to preserve student's GPA. | Refunding of tuition will depend on the timing of the withdrawal. |

Winebrenner instructors will be as gracious as possible when it comes to illness, but there is no medical leave of absence from coursework beyond the absences outlined above. If an unplanned illness, injury, or procedure arises, withdrawing from the course might preserve a student's GPA. (Please see Extension Requests.)

**Extension Requests (Coursework Extensions and Course Extensions)**
The purpose of an extension is to make a provision for an additional allotment of time to complete work. A ***coursework extension*** is negotiated with the course instructor during the trimester for additional time on individual assignments. Granting an extension on an assignment is at the consent of the instructor. At no time is the assignment to be waived; the rigor must remain intact; and only the due date is extended. Late work may not be submitted after the end of a trimester without filing a request for a ***course extension*** through the CAO no later than one week prior to the end of the trimester.

A ***course extension*** provides for an additional allotment of time to complete work after the conclusion of a trimester. To qualify, a student must be experiencing serious illness, the death of a family member, or a significant life/ministry situation outside their control, and the extension

request for a *course extension* must be filed through the CAO no later than one week prior to the end of the trimester. "Significant situations" are at the discretion of the CAO with a possible appeal to the Executive Director or Seminary President. The course status will be recorded as "I" (Incomplete). The student will have 14 days following the final day of the course to submit completed work. If the circumstances of any "significant situation" are of such severity as to require additional time, the CAO may assign an additional 14 day extension (total of 28 days). Course extensions beyond the initial 14 days are rarely granted. Failure to complete the work without further written permission from the CAO results in the student receiving the grade earned for the course and an "F" on any incomplete work. The earned grade is factored into the student's overall course grade. Students may submit an appeal to the CAO regarding their extenuating circumstances. Poor planning by the student does not constitute an acceptable "significant situation." The CAO may consider the number of *course extensions* requested by the student in prior trimesters in making a determination for present or future *course extensions*. The CAO may deny a student's enrollment in a successive trimester if the student has a *course extension* from the previous trimester, based on the likelihood of disruption in the successive trimester.

In order to request a course extension, the student must initiate contact with the course instructor(s) and the CAO before the final week of the trimester, and must complete the Course Extension Request form (available in the Files section of the Active Students group on Populi). If the CAO grants the extension, the form is signed and the student and instructor(s) are given written notification about whether the request for an extension has been granted. The correspondence will outline the procedure for submitting extension work and state the length of the extension. Additional extensions are rarely granted. If a course extension creates a hardship for the instructor the CAO will review late work and award the grade earned.

**Inclement Weather and Emergency Situations**

Although we enjoy many freedoms through Winebrenner's online learning environment, severe weather and other emergencies can still affect online access for Teams class sessions, Outlook email, and Populi.

Whether you are attending a class session or teaching a class session there are likely going to be individuals who live in an area (which could be anywhere in the world) where severe weather or other emergencies could interfere with you being able to safely and effectively participate in a Teams class session.

Severe weather such as wind, lightning, ice, snow, or emergencies such as earthquakes, wildfires, power outages, war, or civil unrest, or any other unforeseen possibilities, may make it impossible to access the Internet or cause your Internet to go down before or during a class session. It is possible that some students or instructors have no adverse conditions while others, perhaps a solitary individual, face dangerous local conditions that prevent Teams access.

In the event of any kind of adverse conditions, everyone should be mindful of these important actions:

1. Seek safety and protection when and where necessary.
2. Remain ready so that if power is restored or an all-clear is sounded you may join (or rejoin) a class session that may be in progress.

3. If you are an instructor who has had to step away, you could email your roster and/or resume class until your normal ending time.
4. If a Teams class session has to be shut down or cancelled, there is no official provision for making up that class session. (Instructors, you will need to amend your teaching plans to work around the missed class session.)

Students are assured that Winebrenner instructors will be mindful of the emergency situations and will extend grace for this kind of unavoidable absence. Quizzes, tests, assignment submissions, discussion posts, presentations, and class participation and attendance points will not be adversely effected.

**Coursework**

*Syllabi*
The syllabus will be made available in Populi by the instructor who is teaching the course. It is the student's responsibility to download the syllabus; no syllabi will be sent to students. A syllabus is considered a "contract" between the instructor and all students on the course roster. However, in extenuating circumstances (inclement weather, emergencies, illness, obvious mistakes, a directive from the CAO or Executive Director, or other exigencies), instructors may alter a syllabus and give notice to students of the needed change.

*Course Load*
Course load is the academic workload (i.e., the number of credit hours) a student chooses to undertake. It is typically defined by the number of credit hours taken in a trimester and/or the number of credit hours taken in an Academic Year (three trimesters of Fall, Spring, and Summer). A part-time course load is considered one course of 1-3 credits per trimester, or 9 or less credit hours in an Academic Year. Full-time is at least 6 credit hours in a trimester, or at least 18 credit hours in an Academic Year. A maximum course load is 13 credit hours per trimester and requires prior approval by the Program Advisor/Director and the Chief Academic Officer. **A maximum load cannot include two courses being taken simultaneously during the same class session** (e.g., Monday night from 6:00-9:00 pm) by attempting to utilize class recordings, split time between class sessions, or any similar means. It should be noted that Directed Studies or Independent Research credits are normally not granted.

*Textbooks*
Textbooks are typically listed on the Populi course site before the syllabus is uploaded. Students are responsible for checking the required textbooks for each course and acquiring their own textbooks from a source of their choosing. Some recommendations include:

- abebooks.com
- alibris.com
- barnesandnoble.com
- betterworldbooks.com
- bookfinder.com
- bookoutlet.com
- booksamillion.com
- bookscouter.com
- bookshop.org
- booksprice.com
- christianbook.com
- textsurf.com
- thriftbooks.com

Textbooks should be purchased far enough in advance of the initial class session in order to accomplish assigned reading and be ready to learn from the initial class session. It is important to note that some instructors assign significant reading before the initial class session. Hardbound, paperback, eBooks, or audio books may be used. Pricing for instruments related to assessments and/or course-specific requirements may be found within the course syllabus.

*Writing Style Formats*

Winebrenner has two official *and required* writing styles for all papers submitted for grading.

1. The Turabian *Manual for Writers of Research Papers, Theses, and Dissertations*, current edition,* is the standard format for all papers in the ICS, MDiv, MAPT, and DMin. Winebrenner utilizes the Notes-Bibliography Style found in Turabian. This style is used by all non-MACC students, **even when taking Clinical Counseling courses**.

2. The *Publication manual of the American Psychological Association,* current edition,* is the standard format for all papers in the MACC degree program. This style is used by all MACC students, **even when taking other seminary courses.**

*** All students must possess a copy of the current edition of the specific text associated with the writing style for their degree. See the syllabi for the current edition.**

NOTE: The 10th edition of the Turabian *Manual* will be released November 2026. We will not formally switch to the 10th edition until Fall 2027. This switch will NOT apply to DMin candidates already in their writing projects.

Helpful sample papers and writing guides for both of these writing styles can be found in the Files section of the Active Students group on Populi. Home > Groups > Active Students > Files

Writing style (APA or Turabian) may account for 10% of the grade of any written assignment. It should be noted that instructors utilize a wide variety of rubrics for grading the other 90% of a paper, including required content, quality of content, planning, organization, coherence, requirements for inclusion, specified sources, use of an outline, failure to cite or an over-abundance of citations, requirements for typing, required headings and subheadings, timeline of submission, plagiarism, spelling, grammar, proper references or bibliography, etc.

*Class Participation*

Students are encouraged to read their syllabi very carefully and ask questions of their instructors in regard to class participation. Instructors use a variety of means to measure meaningful participation, including weekly points added or deducted, rubrics, and more. The participation grade is awarded for **thoughtful engagement** in class sessions. This is understood as active participation in discussions and breakout groups, asking questions, expressing opinions, and deep thought shared with the class. Class participation presumes that a student will arrive on time and remain for the entire class, with their entire face visible on camera. (Lounging on a couch or easy chair, walking on a treadmill or a walking path, or generally doing something other than attending class is not considered helpful engagement or participation.) It is vital that students are prepared for class with appropriate readings completed so that meaningful interaction can take place. Written or verbal pop quizzes are considered a helpful guage of student reading and preparation.

Thoughtful engagement means that class discussions are powered and enriched by everyone processing and sharing what has been discovered from assigned reading, from personal experiences, and from in-class interactions. Learning is synergistic; it deals with abstract or theoretical ideas that have not yet been fully understood or internalized, and constructing learning and mastering concepts requires the community of learners sharing together—verbally. It's not a repetition of facts; it's not a debate, an argument, or posturing. Thoughtful, meaningful class participation happens when all students engage in asking questions, making assertions, sharing concerns or doubts, expressing opinions, navigating new ideas, and encountering new ways of thinking. Everyone's input is vital to the learning environment. Quiet observation may have its place for most of a class session, but failing to contribute meaningfully is virtually the same as being absent from class. While instructors are encouraged to grade participation weekly or monthly, students should be aware of their own level of participation and not be surprised by low participation points. Contact the instructor with any questions about participation.

*Course Evaluations*

At the end of every trimester all students are **required** to complete an electronic course evaluation for each course in which they were enrolled; directions for completion on Populi will be sent at the end of the trimester. The data from course evaluations is anonymous. Timely completion of course evaluations is stressed; the data from the course evaluations is essential.

**Special Study Opportunities**

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

*Independent Research / Independent Learning*

Independent research involves in-depth investigations or other kinds of extensive projects undertaken by individual students in consultation with an instructor appointed by the Chief Academic Officer. In many cases, the CAO serves as the facilitating instructor. An independent research course does not duplicate the essential content of any course regularly

offered in a classroom setting but provides an opportunity for students who have demonstrated the capability to go beyond the Seminary's regular course offerings in both depth and scope.

Independent research (independent learning) follows a constructivist methodology in which the student designs learning outcomes in consultation with the instructor of record, actively constructing their own knowledge through experience and reflection.

Constructivism in education is an educational theory that posits that students actively construct their own knowledge through experience and reflection, rather than passively receiving information from an instructor. This approach shifts the instructor's role to that of a facilitator. The student is the active designer and participant in learning, not merely a recipient of information.

A student may earn no more than six (6) hours of credit in independent research. Since these courses involve advanced academic work, it is recommended that all foundational courses in a department be taken first. Students interested in pursuing an independent research course will utilize the following procedures:

- The student submits a completed Application for Independent Research Form to the CAO, who confers with the student's advisor and the instructor who will facilitate the independent research regarding approval. If all agree, the CAO then registers the student.
- Once the application is approved, the student will develop a syllabus, which contains a learning contract. (Included in the Application for Independent Research form.) Both the syllabus and the learning contract will be developed by the student in consultation with the appointed instructor and must be completed no less than two weeks before the start of the trimester.
- Once the student receives notification of approval of the syllabus and embedded learning contract, they may proceed with the independent research project. The instructor appointed to facilitate the independent research will serve 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 specified in the syllabus.

Note that approval for independent research is not guaranteed. A student considering independent research must contact the CAO during the registration period prior to the beginning of a trimester to allow time for consideration of the request and management of the above details. Independent research is rarely granted and is usually used as extra-curricular (added electives) to the required courses in a degree program.

*Directed Study / Directed Learning*

Some regularly scheduled courses at the Seminary may be taken outside of the scheduled time frame when extremely 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. A directed study generally is not allowed when due to a student's mismanagement of their recommended course sequence or taking courses out of order. Students may be asked to consider taking a course from another institution and transferring the credits to Winebrenner.

Only students who have completed at least one trimester at the graduate level and carry a 3.0 GPA may be eligible for a directed study.

- Students requesting a directed study format for a regularly scheduled course must make the request to the Chief Academic Officer explaining the unusual and irreconcilable circumstances requiring the directed study delivery format. The Application for Directed Study form must be used.
- All directed studies are at the discretion of the CAO, advisor, the Executive Director, and possibly an instructor and are rarely approved. If approved, the CAO assigns the instructor for the directed study course, and the student is notified of such action. In many cases, the CAO serves as the instructor of record.
- Personal consultations between the student and the instructor are held at least four times throughout the trimester, preferably in weeks 1, 3, 6, and 10.
- The amount and quality of academic work required must be equivalent to the credit hour and contact hour policy requirements for the course being replaced.
- The directed study is to be completed during the stated trimester time frame, with all typical deadlines observed, and no extensions granted.
- Credit hours of directed study in a degree program may not exceed 10% of the total credits required for graduation.
- DMin students are allowed up to six credits.

Note that approval for a directed study is not guaranteed; it is the exception to the rule. A student considering a directed study must contact the CAO during the registration period prior to the beginning of a trimester to allow time for consideration of the request and management of the above details.

**Progress Reviews**

As students approach key stages in their program of study:

- MDiv and MAPT – at various points in program coursework through faculty and advisor input or concern, and midpoint based on credit hours;
- MACC – at multiple points and through multiple means in the program coursework; at the Pre-Practicum Review;
- DMin – at minimum at the Prospectus Review;

the Chief Academic Officer will ensure that a progress review is initiated to determine that each student's performance and integration of degree progress objectives is on track.

The progress review will be performed by faculty members in the degree program, assisted by other faculty and staff. Typically, this will include the academic advisor and one other individual with pertinent expertise.

The CAO will also create a report with the following data points to help guide to the progress review:

- GPA
- Any Academic or Dispositional Remediation/Warning/Probation
- Multiple Flags (resolved and unresolved)
- Any course with a grade C or below

The progress review panel will set an interview with each student ready for the review process to discuss the student's academic and dispositional status in their degree program.

At the end of the progress review meeting the panel will provide a report to the CAO: 1) recommending the student continue in good-standing; 2) recommending a Remediation Plan (RP); or 3) recommending dismissal from the Seminary with final approval by the Executive Director or Seminary President. The CAO will inform the student in writing of the findings of the Review Panel.

Remediation Plans are recorded by the CAO and reviewed at the end of each trimester to determine if the plan should be continued or if the plan has been met.

**Change of Program**

Students who wish to change their program of study should consult with their advisor and with the Chief Academic Officer. Students must make a written request using this form. Students will receive written notification of the approval or denial of their request.

**Graduate Student Assistantships**

Winebrenner Seminary occasionally invites students to serve as Graduate Student Assistants (GSAs) sometimes referred to as Teaching Assistants (TAs).

Faculty petition the Chief Academic Officer for a GSA to assist them in a specific research project or teaching assignment connected to a specific course. GSAs are only intended for projects in which the student will be engaged in producing original work, providing classroom assistance, or engaging in teaching-related activity.

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

Faculty members may petition the Chief Academic Officer, prior to inviting a student to participate in an assistantship, by providing a written GSA application which describes the nature and focus of the assistantship project. (A GSA project is faculty-initiated or CAO-initiated rather than student-initiated.) The CAO brings the request to the Executive Director for consideration and final budget approval. Upon approval, the CAO extends the GSA opportunity to the student.

Winebrenner faculty, students, and the Seminary should benefit from an assistantship as all engage in collaborative research projects and/or teaching. An assistantship will nurture academic excellence and critical thinking in the Seminary and our sphere of influence.

If a student is invited to serve as a GSA, they can 1) receive credit for the GSA as an elective independent research course with a grade and receive a waiver of tuition for the course upon completion of the project, or, 2) receive a waiver of tuition for another current course. All GSA work is personally overseen by the CAO and the faculty member involved with the GSA.

**Library**

Winebrenner Seminary has partnered with the Digital Theological Library, a digital library designed for distance students. Students can access the DTL at https://libguides.thedtl.org/home, and when prompted, select Winebrenner Theological Seminary from the drop-down menu, then use your student ID number as your passcode.

*Note*: the proper way to cite a source found in the DTL is to treat the source as you would any book or journal using the writing style for your degree (ICS, MDiv, MAPT, and DMin follow the most current edition of Turabian; MACC follow the most current APA version) ending the citation with Title of Database, URL or DOI.

When citing a source found in the DTL, students must link to the resource in the DTL library catalog; these are stable links, and do not prompt login. To retrieve the catalog link for any resource, click the resource in the DTL catalog, and then click the "Share" button near the top of the resource description. Once the share button is clicked a link under the resource description is displayed along with a button to "copy link." These links are stable and do not change (or prompt a login for the reader) as they are simply links to the DTL catalog.

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# STUDENT SERVICES AND GUIDELINES

## Standards of Life

All students and members of the Winebrenner community are expected to exhibit a proper attitude toward the Christian life and the values of the Seminary. The standards of conduct expected are those indicated in Scripture for those who live as citizens of the Kingdom of God. The Christian is a member of the Kingdom living as a resident alien in our world.

Winebrenner Theological Seminary strives to create and promote 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 an active participant. Each member of the Seminary community should seek to live up to Christian ethics and morality as defined by Scripture. The principle of Christian liberty defines a life of yieldedness, love, and reciprocal fellowship in the Christian community that is a restraint against legalism and hypocrisy (1 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 or University of Findlay facilities, on Seminary or University of Findlay property, or at any Seminary function on- or off-campus. (See the "Drug/Alcohol Prevention Program Guidelines" for the Seminary explicated in the *Handbook of Operations*, 2026.) (Tobacco use on campus is governed by the University of Findlay's smoke-free campus policy.)
- In terms of sexuality, we believe that Jesus Christ and Scripture teach that sexual relations are sanctioned only between a husband and a wife in marriage. (From the *Handbook of Operations*, 2026.) This belief is held charitably and non-coercively within the Seminary community.

**Inclusive Language**

Winebrenner is committed to equality for women and men of every age, and 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.

When referring to an abstract or unknown person in papers, research, syllabi, or policies, Winebrenner is moving to replace "he or she" or "him or her" with the generic singular "they." This aligns with our writing style guides for both the APA writing style of the *Publication Manual for the American Psychological Association* and the Turabian writing style based on the *Chicago Manual of Style*, 18th edition.

**Student Responsibilities**

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

*Respect for All Students, Faculty, and Staff*

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

*Classroom Disruption*

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

*Academic Integrity*

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

Dishonesty includes, but is not limited to, copying from another's exam or paper; allowing another to copy from one's own exam or paper; giving or receiving inappropriate aids or study guides for exams; 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 of others either in footnotes, quotations, or by oral recognition in an oral presentation. If a student violates the standard on academic integrity, they will be subject to disciplinary action determined by the instructor and Chief Academic Officer. A student who violates the standard a second time may be dismissed from the Seminary and such dismissal will be noted on the student's transcript.

Artificial Intelligence (AI), computers and programming equipped and trained to perform complex tasks such as solving problems, making decisions, and even reasoning in much the same way humans do, has been around for decades. We use AI nearly every day in apps on our cell phones, Smart TVs, GPS systems, and personal assistants such as Siri, Google Home, Alexa, and more. In recent years generative AI has become powerful enough to mimic human interaction. With Large Language Models (LLMs), generative AI has learned to produce text, provide in-depth answers to questions, summarize multiple sources of information, and draw assumptions and correlations between diverse topics.

There may be some beneficial and appropriate uses of AI in academic work. Using helpful tools or apps to check spelling and grammar are permissible. Tools like MS Word autocorrect, spell-check, and grammar-check features are good examples of how early AI programming can benefit us in education. Students for which English is a second language might use AI to help correct and tighten their English usage. Students and instructors doing research might use some AI tools

to assist with refining research questions or helping to develop parameters for literature reviews. Apps like Grammarly can scan for errors and may make suggestions for edits, but such compositional editorial assists are very different from an AI program that composes elements of a reflection paper, position paper, or book review from a few suggestions.

A growing concern in education is the use of artificial intelligence to compose or contribute to written work in a course. Through both verbal and written interface, students and instructors can interact with LLMs to answer questions or generate text about any topic. The information offered by generative AI can so closely resemble human composition that it becomes nearly impossible to differentiate between human-created text and AI-generated text. Passing off AI generated composition as one's own work is no different than copying a human author's work and submitting it as your own; both are considered plagiarism and detract from learning and are an affront to academic integrity. Doing respected, scholarly work requires that the work submitted is the learner's own, original work. Something written by AI is not considered the original work of the learner, but the work of the generative AI, and must be cited properly.

Academic integrity at Winebrenner requires that all learners submit work that is their own. Generative AI may only be used in very specific courses and assignments with the express permission of the instructor of record.

*Copyright Infringement*
Winebrenner Theological Seminary is required, by federal law, to provide students a summary of the penalties associated with violations of federal copyright laws. This information is found below. Further information, if desired may be found by visiting the website of the US Copyright Office at www.copyright.gov.

*Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws.*
Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the filesharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the website of the US Copyright Office at www.copyright.gov.

All music printed, projected, streamed, broadcast, or recorded for classroom use, presentations, workshops, conferences, or retreats—tune and/or lyrics—produced by instructors or students, must include the following notice somewhere near the bottom of the page: Used under agreement with CCLI # 706114.

**Complaint, Grievance, and Grade Dispute Process**
Students enrolled in a Winebrenner Theological Seminary course who have a complaint about a course or experience should follow these procedures. (See the *Title IX* section of this Catalog for complaints or grievances regarding discrimination and harassment on the basis of sex.)

Contact your Advisor if you have a concern, grievance, or complaint about a course or instructor. (Note the section for Grade Disputes below.) If your Advisor does not adequately assist with your complaint or is part of your complaint, please contact the Chief Academic Officer. If the CAO does not adequately assist you, or is part of your complaint, contact the Executive Director or the President of the Seminary. If the Executive Director or the President of the Seminary do not adequately assist you, or if either are part of the complaint, contact the Chair of the Board of Trustees. Students are also encouraged to email a complaint or grievance to complaints@winebrenner.edu. (Please note that this email should not be used for grade disputes or Title IX complaints regarding discrimnination and harassment on the basis of sex.)

**Grade Dispute**
When a student wishes to dispute a grade assigned in a course, **the student should contact the Chief Academic Officer**. This appeal process must be started within three weeks of the grade in dispute being posted. The student's Program Advisor or Director (or, in the event the Program Director or Advisor is involved in the dispute, a suitable faculty substitute as chosen by the CAO), as well as the CAO, and/or the Executive Director, and/or the President of the Seminary shall serve as a Committee of Arbitration to interview the student, and, in a separate interview, the instructor. This process must never become adversarial. The Committee of Arbitration's decision shall be final. The process will be completed within 90 days from the end of the trimester.

*Student complaints that cannot be resolved through the above Catalog process may follow the procedures outlined below in the SARA Complaint Process and/or the Accreditation Agency Complaint Process that follow.*

**SARA State Complaint Process**
Students enrolled in a course that takes place outside Ohio in a SARA member state must first follow institutional policies for the resolution of complaints. If a student is not satisfied with the outcome of that process, a complaint involving allegations of dishonest or fraudulent activity, including the provision of false or misleading information, may be brought to the Ohio Department of Education (ODHE) via the Ohio SARA portal entity since Winebrenner is chartered in the state of Ohio. The SARA portal entity in the state where the student is located will be notified that the complaint was received and may assist as needed. Resolution of the complaint by the Ohio SARA portal entity is final.

Examples of types of student complaints that may be brought to a SARA portal entity include, but are not limited to, complaints regarding accuracy of job placement data, tuition or fee information, accreditation, whether a program meets professional licensing requirements, or course transfer information. Grade appeals and student conduct appeals are not allowed under SARA.

**Accreditation Agency Complaint Process**
Students with complaints that are not resolved at the institutional level may file complaints with the various agencies that accredit the institution and programs. Links to each accreditors' complaint process are provided on the Accreditation page of the website and found earlier in this Catalog.

**Course Locks**
Students with any outstanding balance with the Business Office, parking fines, library fines, Dispositional Probation, or certain other serious issues will not be able to register, gain access to their course(s), take exams, or view a report of their grades in Populi if a Registration Lock, Course Lock, and/or Financial Lock is placed on their account. **Instructors will not provide "workarounds" for students to access course information when a Lock has been placed on their Populi account.** Viewing grades in person may be arranged by appointment with the Chief Academic Officer although a copy will not be issued (see Student's Right of Access on page 120), a diploma will not be bestowed, and a transcript or recommendation may not be requested until all obligations are met.

**Informed Consent**
All Winebrenner faculty members are dedicated to the educational, personal, spiritual, and professional growth and development of Winebrenner students. Faculty are in a unique position as both instructors who assess students' academic skills and also as members of the counseling profession and/or licensed or ordained clergy, each with ethical obligations to the student body, the seminary, the state, and to Christ and his church. All students are cautioned that Winebrenner courses are not meant to provide personal therapy; the focus is on spiritual formation, self-awareness, growth of the whole person, as well as the enhancement and growth of necessary counselor and ministry knowledge and skills. Should a student disclose information indicating impairment or the potential for harm to themselves, future clients, and/or others (including animals), the faculty member may take appropriate action in accordance with the state laws and any applicable codes of ethics. It is each student's responsibility to determine *an appropriate level of self-disclosure balanced with reactions* in all experiential learning activities. All students are encouraged to read the more in-depth Informed Consent Statement located in the MACC section of this Graduate Catalog.

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# Title IX Policy

## I. Scope of Policy

The Winebrenner Theological Seminary is committed to providing a safe learning and working environment free from discrimination and harassment on the basis of sex. Sex discrimination, sexual harassment, and other forms of sexual misconduct are collectively referred to as "Prohibited Conduct" and are defined in more detail below.

This Policy applies to all forms of Prohibited Conduct that occur in relation to the Seminary's education program or activities which includes locations, events, or circumstances over which the school exercises substantial control over both a respondent and the context in which the conduct occurs. The Seminary maintains jurisdiction over Prohibited Conduct that occurs on campus, that occurs off-campus in the context of any Seminary programs or activities, or that occurs off-campus and has a continuing effect on campus or on any member of the Seminary community. The Policy applies to all students, staff members, faculty members, Board of Trustees members, guests, visitors, consultants, vendors, and other members of the Seminary Community. All Prohibited Conduct is handled according to this Policy regardless of the identities of the Complainant or Respondent.

When informed of Prohibited Conduct as defined by this Policy, the Seminary will take prompt action in accordance with this Policy to eliminate the harassment or discrimination, prevent its recurrence, and address its effects.

## II. Title IX Coordinator

While this Policy concerns discrimination on the basis of sex, gender, gender identity, and sexual orientation, a complete Notice of Non-Discrimination regarding all protected traits can be found on the Seminary's website. The following person has been designated to handle inquiries regarding the Seminary's Title IX Policy:

Tom Weaver
Director of Finance and Title IX Coordinator
Winebrenner Theological Seminary
950 N. Main Street
Findlay, Ohio 45840
Telephone: (419) 434-4224
Email: tweaver@winebrenner.edu

## III. Prohibited Conduct Under This Policy

This Policy prohibits sex/gender discrimination; sex/gender harassment; sexual harassment; non-consensual sexual intercourse; non-consensual sexual contact; sexual exploitation; dating violence and domestic violence (together referred to as "intimate partner violence"); stalking; and retaliation. Together, these are referred to as Prohibited Conduct.

### A. Sex/Gender Discrimination

Sex/Gender Discrimination is when an individual is, on the basis of sex/gender:

- treated differently in determining whether such person satisfies any requirement or condition for the provision of any aid, benefit, or service;
- provided different aid, benefits, or services;
- provided aid, benefits, or services in a different manner;
- denied any aid, benefit, or service;
- subjected to separate or different rules of behavior, sanctions, or other treatment;
- treated differently concerning the domicile or residence of a student or applicant, including eligibility for in-state fees and tuition;
- discriminated against by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex/gender in providing any aid, benefit, or service to students or employees;
- otherwise limited in the enjoyment of any right, privilege, advantage, or opportunity with regards to aid, benefits, or services; or
- treated differently with regard to terms, conditions, or benefits of employment, or in the recruitment, consideration, or selection therefor.

Discrimination on the basis of sex/gender in employment is permissible in situations where sex/gender is a bona fide occupational qualification reasonably necessary to the normal operation of the Seminary.

Examples of conduct that may form the basis of a Sex/Gender Discrimination complaint include, but are not limited to:

- offering higher academic grades to students of a particular sex/gender;
- silencing students of a particular sex/gender in classroom discussion;
- referring to members of a particular sex by a derogatory name related to their sex.

Note that the federal regulations regarding Title IX include certain exceptions, such as single-sex housing, athletic participation, and chorus participation, that do not constitute Sex/Gender Discrimination. These limited permissible exceptions, found in Title 34 of the Code of Federal Regulations, Part 106, will be considered when determining whether Prohibited Conduct occurred under this Policy.

### B. Sex/Gender Harassment

Sex/Gender Harassment is non-sexual harassment on the basis of one's sex/gender when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or grade in a program, course, or activity;
- submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting an individual; or

- such conduct is sufficiently pervasive, offensive, or abusive to have the purpose or reasonable effect of interfering with an individual's work or educational performance, or creating an intimidating, hostile, or offensive work environment, under both an objective and subjective standard. A single incident may create a hostile environment if the incident is sufficiently severe.

The determination as to whether a hostile environment exists is based on the totality of the circumstances, including but not limited to:

- the nature and severity of the conduct;
- the type, frequency, and duration of the conduct;
- the identity of and relationship between the Respondent and the Complainant;
- the number of individuals involved;
- the age and maturity levels of the Respondent and Complainant; and
- the location of the conduct and the context in which it occurred.

### C. Sexual Harassment

Sexual Harassment means conduct on the basis of sex that satisfies one or more of the following:

- A school employee conditioning education benefits on participation in unwelcome sexual conduct (i.e. quid pro quo); or
- Unwelcome conduct that a reasonable person would determine is so sever, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
- Sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA).

The determination as to whether a hostile environment exists is based on the totality of the circumstances, including but not limited to:

- the nature and severity of the conduct;
- the type, frequency, and duration of the conduct;
- the identity of and relationship between the Respondent and the Complainant;
- the number of individuals involved;
- the age and maturity levels of the Respondent and Complainant; and
- the location of the conduct and the context in which it occurred.

Examples of conduct that may form the basis of a Sexual Harassment complaint include, but are not limited to:

- making sexual propositions or pressuring for sexual favors;
- touching of a sexual nature;
- writing graffiti of a sexual nature;
- displaying or distributing sexually explicit drawings, pictures, videos, or other materials;

- performing sexual gestures or touching oneself sexually in front of others;
- spreading sexual rumors or rating other students or employees as to sexual activity or performance;
- circulating or showing e-mails or websites of a sexual nature;
- direct or implied threats that submission to sexual advances is a condition of employment, promotion, good grades, recommendations, etc.;
- sexually explicit jokes or statements, questions, or remarks about sexual activity or experience;
- physical assault of a sexual nature.

**D. Non-Consensual Sexual Intercourse**

Non-Consensual Sexual Intercourse is either of the following:

- The penetration, no matter how slight, of the genitals, anus, or mouth of another person without that person's consent; or
- A sexual action taken to another person's breasts, genitals, anus, or mouth without that person's consent. Examples include but are not limited to: manual sex; oral sex; the touching of genitals to another's mouth; mammary intercourse; and tribadism.

For the definition of "consent" and related definitions, see Section IV (Related Definitions), below.

**E. Non-Consensual Sexual Contact**

Non-Consensual Sexual Contact is the intentional touching of the intimate parts of another, causing another to touch one's intimate parts, or the disrobing or exposure of another individual's intimate parts, without the other person's consent. Sexual Contact may be over the clothes or skin-to-skin.

Intimate parts include the breasts, genitals, buttocks, groin, mouth, or any other part of the body touched in a sexual manner.

For the definition of "consent" and related definitions, see Section IV (Related Definitions), below.

**F. Stalking**

Stalking is a course of conduct directed at a specific person that would cause a reasonable person to: A) fear for the person's safety or the safety of others; or B) suffer substantial emotional distress.
For purposes of the definition of Stalking under this Policy:

- A "course of conduct" means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method,

device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.
- A "reasonable person" means a reasonable person under similar circumstances and with similar identities to the victim.
- "Substantial emotional distress" means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

### G. Intimate Partner Violence

Intimate Partner Violence is domestic violence and/or dating violence. Violence includes physical violence, sexual violence, and the threat of physical and/or sexual violence.

Domestic violence is violence that is committed against: a current or former spouse or intimate partner; a person with whom the Respondent shares a child in common; or a family member, roommate, or household member.

Dating violence is violence committed against a person with whom the Respondent is or has been in a social relationship of a romantic or intimate nature. The existence of such a relationship will be determined based on the Complainant's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

### H. Sexual Exploitation

Sexual Exploitation is taking advantage of another's sexuality in a non-consensual manner. Examples of Sexual Exploitation include, but are not limited to:

- the non-consensual viewing of nudity of another;
- the non-consensual streaming of images of sexual activity;
- the non-consensual sharing or posting of nude images of another;
- the non-consensual recording of individuals in locations in which they have a reasonable expectation of privacy (such as restrooms or locker rooms) even if the images do not capture nudity;
- intentionally exposing one's genitals to another person in non-consensual circumstances;
- knowingly exposing another to a sexually transmitted disease under circumstances that could reasonably lead to transmission of the disease; and
- inducing incapacitation of another via drugs and/or alcohol for purposes of making that person vulnerable to non-consensual sexual conduct or non-consensual sexual contact.

### I. Retaliation

Retaliation against any individual for exercising Title IX rights is expressly prohibited.

The Seminary and no person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or

because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in a Title IX investigation, proceeding, or hearing.

Charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

The Seminary must keep confidential the identity of the complainants, respondents, and witnesses, except as may be permitted by FERPA, or as required by law, or as necessary to carry out a Title IX proceeding.

Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination.

The exercise of rights protected under the First Amendment does not constitute retaliation.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this part does not constitute retaliation; provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a bad faith materially false statement.

## IV. Related Definitions

### A. Consent

Consent is a knowing, voluntary, and affirmatively communicated willingness to participate in a particular sexual activity or behavior. It must be given by a person who has the ability and capacity to exercise free will and make a rational, reasonable judgment. Consent may be expressed either by words or actions, as long as those words or actions create a mutually understandable permission regarding the conditions of sexual activity. It is the responsibility of the person who initiates the sexual activity to ensure that consent is obtained from the other person or persons involved in the sexual activity before the activity occurs. If consent of one participant is unclear at any time, it is the responsibility of the other participant(s) to ensure that consent is present before beginning or continuing the activity.

Additional considerations include:

- Lack of protest or resistance is not consent. Nor may silence or inaction, in and of itself, be interpreted as consent.
- Previously consensual sexual activity does not imply consent to future sexual activity.
- Consent must be obtained for every sexual activity. Consent to one form of sexual activity does not constitute consent to all forms of sexual activity.
- To give consent, one must be of legal age. Under Ohio law, individuals under the age of 13 cannot give consent. Individuals at least 13 years of age but under the age of 16 cannot give consent to individuals that are 18 or older.

- Consent must be present throughout sexual activity and may be withdrawn at any time. If there is confusion as to whether there is consent or whether prior consent has been withdrawn, it is essential that the participants stop the activity until consent is reestablished.
- Consent cannot be obtained by the use of physical force, threats of physical force, physically intimidating behavior, or coercion.
- Consent cannot be given by an individual that is incapacitated.

### B. Coercion

Coercion is unreasonable pressure for sexual activity that significantly compromises the voluntary nature of an individual's participation. Examples of coercion include but are not limited to threatening to harm oneself if the other person does not engage in sexual activity or threatening to blackmail an individual if they do not engage in sexual activity.

### C. Incapacitation

Incapacitation is a state in which an individual's decision-making ability is impaired to the point that the individual is unable to understand the nature or consequences of their actions. Incapacitation may result from:

- Sleep or unconsciousness.
- Temporary or permanent mental or physical disability.
- The influence of alcohol, drugs, medication, or a combination of any of these substances.

Incapacitation is more than mere intoxication. An individual is incapacitated if they cannot understand the "who, what, where, when, and how" of the sexual activity.

In circumstances involving an incapacitated Complainant who otherwise appears to have consented, the Respondent will not be held responsible for not obtaining consent unless the Respondent knew or reasonably should have known that the Complainant was incapacitated. The relevant standard is whether a sober, reasonable person in the same position should have known that the Complainant was incapacitated. For purposes of an incapacitation analysis, it is irrelevant whether the Respondent was incapacitated.

## V. How To Address Prohibited Conduct: Options and Resources

If you or someone you know has experienced Prohibited Conduct, the first concerns to be addressed should be to make sure the individual is safe and has access to medical care if needed. UF Campus Safety (419-434-4799) can provide a safety transport and assist in obtaining emergency medical assistance. Emergency assistance can also be accessed by dialing 911.

Once the individual is safe, there are three primary considerations that should be addressed:

1. The individual should consider whether they want to access resources, either on campus or off campus, to get assistance. Emergency medical assistance can be reached by dialing 911 or contacting UF Campus Safety at (419) 434-4799.
2. Evidence should be preserved so that it is available if needed for purposes of a Seminary investigation and/or a criminal investigation.
3. The individual should consider whether to make a report to the Seminary, to law enforcement, both, or neither. Note that employees of the Seminary, unless they have been designated as "Confidential Resources" according to this Policy, are required to report all Prohibited Conduct to the Title IX Coordinator as soon as possible after learning of the incident.

### A. Resources To Assist

Individuals who experience Prohibited Conduct may wish to access resources to assist with their personal needs following an incident. There are two primary types of resources: confidential resources and other resources which are not confidential.

1. Confidential Resources

Confidential Resources are not obligated to report Prohibited Conduct to the Seminary. They are also not required to report potential criminal behavior to law enforcement except in certain very limited situations required by the Ohio Revised Code. Confidential Resources include:

On-Campus Confidential Resources

- University of Findlay Counseling Services, 307 Frazer Street, (419) 434-4526, provides professional, confidential counseling, advocacy, guidance, and assistance in understanding options, rights, and outcomes with regard to both the Seminary and criminal processes.
- Cosiano Health Center, 120 West Foulke, (419) 434-4550, provides medical assistance, including sexual assault response assistance, to students.
- UF Campus Ministry Counseling, 1049 N. Main Street, (419) 434-5624, provides confidential consultation with clergy.

Off-Campus Confidential Resources

- Blanchard Valley Hospital, 1900 S. Main Street, (419) 423-4500, offers on-site Sexual Assault Nurse Examiner services through the Emergency Department.
- Open Arms Domestic Violence & Rape Crisis Services 24 Hour Hotline, (419) 422-4766, www.openarmsfindlay.com, can assist with emergency shelter, rape crisis, victim advocacy, and obtaining a Civil Protection Order
- National Sexual Assault Hotline, 1 (800) 656-HOPE (4673), www.rainn.org.
- National Domestic Violence Hotline, 1 (800) 799-SAFE (7233), www.ndvh.org.
- National Teen Dating Abuse Helpline, 1 (866) 331-9474, www.loveisrespect.org.
- Ohio Sexual Violence Helpline, 1 (844) OHIOHELP (1-844-644-6435), www.oaesv.org.

- Buckeye Region Anti Violence Organization (BRAVO), (866) 862-7286, www.bravo-ohio.org, focuses on assisting the LGBTQI community.
- ASHA-Ray of Hope 24-Hour Helpline, (614) 565-2918, asharayofhope.org, focuses on assisting individuals from South Asia.
- Ohio Hispanic Coalition Domestic Violence 24 Hour Hotline, (614) 746-3534 (Spanish and English), ohiohispaniccoalition.org/programs/safety/.
- Legal Aid of Western Ohio, 1800 North Blanchard Street, (888) 534-1432, provides legal assistance to low-income residents.
- Medical personnel, psychologists, counselors, social workers, therapists, attorneys, rape crisis counselors, and clergy members. Clinical Counseling faculty act first as a faculty member with a duty to report when Title IX issues involving the Seminary are brought to their attention.

Note that there are limits to a Confidential Resource's ability to maintain confidentiality. Confidential Resources are required to report child abuse or neglect to Children's Services or local law enforcement. Medical professionals may also have certain legally mandated reporting responsibilities in certain serious cases, although depending on state law, the reporting requirement may only require that the professional share the date, general time, and general location of the incident. Mental health professionals are required to disclose information where there is an imminent threat of harm to self or others. Finally, pursuant to the Clery Act, anonymous statistical information for certain offenses that have been reported as occurring at campus locations must be shared with UF Campus Safety. The information does not include the names or any other identifying information about the persons involved in such incidents.

In some cases, an individual may not need services through a Confidential Resource immediately following the Prohibited Conduct. However, as time passes, it may be helpful to seek such assistance. Counselors found on-campus at the Counseling Center, advocates at Open Arms, and other service providers listed in this Policy can provide assistance and/or treatment in dealing with physical and emotional concerns as they may arise.

2. Other Resources

Other resources may also provide helpful support in many ways, including assisting individuals with obtaining accommodations or interim protective measures, explaining their options, and connecting them with other appropriate resources. Friends and loved ones may also be important sources of emotional support.

Seminary resources that are not Confidential Resources are expected to handle information in a manner that respects the privacy of those involved in the situation, sharing information only as necessary. However, all employees of the Seminary who are not listed as confidential resources, above, are required to report allegations of Prohibited Conduct to the Title IX Coordinator.

Note that under Ohio law, all individuals (except for those Confidential Resources listed above) have the obligation to report felonies to law enforcement. More information on involvement with law enforcement can be found below.

The primary non-confidential resource for all concerns regarding Prohibited Conduct is the Title IX Coordinator, who can be reached via email at tweaver@winebrenner.edu or by calling (419) 434-4224. In addition to providing information about this Policy, the Title IX Coordinator can provide information on existing counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, student financial aid issues, and other services available for individuals as appropriate, regardless of where the Prohibited Conduct occurred. The Title IX Coordinator can also provide assistance in making changes to academic, working, transportation, and living situations; instituting a no-contact order; and instituting other protective measures as may be appropriate. Although the Title IX Coordinator is obligated to report felonies to law enforcement, it is not required that an individual disclose the nature of the Prohibited Conduct to the Title IX Coordinator in order to discuss resources that may be available.

In addition to the Title IX Coordinator, other non-confidential resources include:

- Chief Academic Officer, 2nd Floor Winebrenner (419) 434-4220.
- Any Winebrenner Theological Seminary employee (aside from those designated as confidential resources, above).
- Campus Security/Police Office, 1st Floor Lovett Hall, (419) 434-4799.
- Findlay Police, 319 Dorney Plaza, Room 116, 911 or (419) 424-7150.
- Hancock County Sheriff, 200 West Crawford Street, (419) 424-7097.
- Hancock County Prosecutor's Office, (419) 424-7089.
- Hancock County Domestic Relations Court, 300 S. Main Street, (419) 424-7818.
- Hancock County Clerk of Court's Office, (419) 424-7037 – Can provide forms for filing a Civil Protective Order.
- Hancock County Law Library, (419) 424-7077 – Can provide names of local attorneys and their specific practice areas.

### B. Preserving Evidence

If an incident of Prohibited Conduct occurs, it is important to preserve evidence so that if the individual later chooses to file a Title IX complaint, to pursue criminal charges, or both, the evidence is able to be used for purposes of the investigation.

1. Sexual Assault Nurse Examinations

Individuals who have experienced sexual assault may choose to seek a medical evaluation by a sexual assault nurse examiner to collect and preserve evidence. Sexual assault nurse examiners (SANEs) are specially trained professionals who will provide needed care, document the details of the assault, and collect evidence. The nurse can provide treatment for sexually transmitted infections and pregnancy prevention if needed. The individual can have a friend, family member, or crisis counselor present during physical examination.

Evidence collection may occur up to 96 hours after the assault and occurs only with the consent of the victim. The evaluation includes evidence collection, a physical examination, treatment, and/or counseling. The individual may opt out of any part of this evaluation at their own

discretion. These evaluations can be obtained through the Blanchard Valley Hospital Emergency Center, and they are free regardless of whether the individual chooses to pursue criminal charges. More information can be found on their website at: http://www.bvhealthsystem.org/services/emergency/sexual-assault-services.

If possible, to prepare for such an evaluation, the individual should not change clothes, bathe, douche, or brush their teeth until the evidence has been collected. New undergarments and sweat suits are available to victims at on-campus and off-campus service providers.

It is highly recommended that individuals have a follow-up visit with a healthcare provider within two weeks of the assault. At this visit, the individual will receive follow-up testing, receive treatment if needed, and discuss the recovery process. Additional visits, if necessary, may be recommended by the healthcare provider.

2. Other Evidence Collection

Other physical evidence, such as bedsheets or condom wrappers, may also be important to preserve in case the individual wishes to pursue an investigation. The Title IX Coordinator can facilitate the collection of this evidence through UF Campus Safety.

Individuals are encouraged to preserve all potentially relevant text messages, emails, voicemails, photographs, videos, social media posts, private messages, letters, and other forms of communication. Assistance with preserving this information can be obtained through the Title IX Coordinator, UF Campus Safety, or Information Technology Services.

### C. Filing a Report

The Seminary encourages all individuals who may have experienced Prohibited Conduct to report the incident(s) to the Seminary; any individual who is alleged to be the victim is hereafter referred to as the 'complainant.' The Seminary must respond promptly to any report in a manner that is not deliberately indifferent, which means in a way that is not clearly unreasonable in light of the known circumstances. In addition, the Seminary encourages individuals who may have experienced potentially criminal behavior to report the incident(s) to local law enforcement. However, an individual may choose whether to make a report to the Seminary, to law enforcement, both (at the same time or one after the other), or neither.

A "formal complaint" is a document filed by a complainant or signed by the Title IX Coordinator alleging Prohibited Conduct against a respondent (the respondent is the individual who has been reported to be the perpetrator of the Prohibited Conduct) and requesting that the Seminary investigate the allegation. In response to a formal complaint, the Seminary must follow a grievance process. With or without a formal complaint, the Seminary must comply with the mandatory response outlined as follows:

The Seminary's mandatory response must include:

- Offering supportive measures to the complainant (i.e. the person alleged to be the victim) with the purpose being equal access to education.
- The Title IX Coordinator promptly contacting the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
- Following a grievance process that complies with the Final Rule before the imposition of any disciplinary sanctions or other actions that are not supportive measures against the respondent.
- Must not restrict rights protected under the US Constitution, including the First Amendment, Fifth Amendment, and Fourteenth Amendment, as a way of responding in a non-deliberately indifferent manner.

The Seminary will cooperate with investigations by law enforcement and may, at the request of law enforcement, briefly delay any concurrent investigation by the Seminary. However, the Seminary uses this and other policies to determine what constitutes misconduct, rather than Ohio criminal laws, and therefore does not defer to law enforcement's findings in lieu of administering this Policy.

1. Title IX Coordinator

All individuals are encouraged to report Prohibited Conduct to the Title IX Coordinator, and all Seminary employees (except confidential resources) are required to report Prohibited Conduct to the Title IX Coordinator. Such reports may be made via email at tweaver@winebrenner.edu or by telephone at (419) 434-4224.

2. Law Enforcement

All individuals are encouraged to report criminal conduct to UF Campus Safety at (419) 434-4799. UF Campus Safety can connect individuals to the appropriate local law enforcement agency to file a police report, and can assist with securing the scene, providing safety transports, and preserving evidence if needed. Reporting to law enforcement does not require an individual to pursue criminal charges.

Anonymous reporting of crimes is available through UF Campus Safety's Silent Victim/Witness Program online at https://www.findlay.edu/offices/student-affairs/safety-security/silent-victim-witness-program. Note that providing information anonymously may impede the Seminary's ability to respond to and investigate the reported incident(s).

## VI. The Seminary's Grievance Process for Resolving Complaints of Prohibited Conduct

If Prohibited Conduct is reported to the Seminary through a non-confidential resource, the Title IX Coordinator will attempt to contact the reporter to review this Policy and discuss the privacy of the process, amnesty (if appropriate), accommodations, interim measures of protection,

options for informal resolution (if appropriate), and the investigation and adjudication process for formal complaints.

For purposes of the Seminary's process, the subject of the Prohibited Conduct is referred to as the Complainant, and the alleged perpetrator of the Prohibited Conduct is referred to as the Respondent. The Complainant may or may not be the reporter of the Prohibited Conduct. Both the Complainant and the Respondent are referred to as the parties for purposes of this process. In certain circumstances, the Seminary may serve as the Complainant in a formal complaint.

Each party has the right to bring an advisor of their choosing to any meetings or discussions relating to the formal resolution process, except that the advisor may not be a witness or otherwise have a conflicting role in the process. The advisor may advise the party directly clarifying questions, and provide support to the party, but may not speak for the party or disrupt the investigation meeting.

Under this process, any of the Title IX Coordinator's duties may be performed by and discretion may be exercised by a designee.

### A. Privacy of the Process

The Seminary recognizes that Prohibited Conduct is a sensitive subject for all individuals involved in the underlying incident(s) as well as the process to resolve such incidents. The Seminary is committed to maintaining the privacy of the parties involved to the fullest extent possible, and information regarding Prohibited Conduct is maintained in a secure manner and is only shared with individuals who have a need to know.

Complainants sometimes ask that their name not be disclosed to the Respondent or that no investigation or disciplinary action be pursued to address the Prohibited Conduct. In such situations, honoring the request may limit the Seminary's ability to respond fully to the incident, including investigating and pursuing disciplinary action against the Respondent as appropriate. Complainants worried about such disclosure should remember that the Seminary strongly prohibits retaliation against those reporting Prohibited Conduct and that it will work with the Complainant to take steps to prevent retaliation.

Although the Seminary tries to honor such requests, there are situations in which the Seminary must override such requests for confidentiality in order to meet its obligations under Title IX to provide a safe and nondiscriminatory environment. To determine whether it is necessary to pursue action despite a Complainant's request for anonymity or no action, the Seminary will consider relevant factors such as the following:

- whether there are circumstances that suggest there is an increased risk of the Respondent committing additional acts of sexual violence or other violence;
- whether there have been other sexual violence complaints about the same Respondent; whether the Respondent has a history of arrests or records from a prior institution indicating a history of violence;
- whether the Respondent threatened further sexual violence or other violence against others;

- whether the sexual violence was committed by multiple Respondents;
- whether there are circumstances that suggest there is an increased risk of future acts of sexual violence under similar circumstances such as where a report reveals a pattern of perpetration;
- whether sexual violence was perpetrated with a weapon;
- the age of the Complainant subjected to the sexual violence;
- whether the Seminary possesses other means to obtain relevant evidence.

If the Seminary determines that it must disclose a Complainant's identity to Respondent despite a request for confidentiality, it will strive to inform the reporter prior to making this disclosure and consider whether any interim measures of protection are necessary to protect the Complainant. The Seminary will also inform the Respondent that it was the Seminary's decision, and not the Complainant's, to address the report.

Making an initial request for anonymity or no discipline does not preclude a Complainant from choosing to proceed with the process at a later date.

If a report discloses an immediate threat to the campus community, the Seminary may issue a Timely Warning of the conduct in the interest of the safety and well-being of the campus community. This warning will not contain personally identifying information about the Complainant.

### B. Amnesty

The Seminary encourages any member of the campus community to report Prohibited Conduct. To encourage such reporting and the honesty of those participating in the process, the Seminary provides disciplinary amnesty for drug and alcohol violations to students who report an incident (as a Complainant or a witness) or otherwise participate in the Seminary's process in good faith. However, amnesty will not be provided to individuals for behavior that causes harm to another person or for the participation in or facilitation of violations of this Policy.

### C. Interim Measures of Protection and Other Accommodations

The Title IX Coordinator has the authority to put in place interim measures of protection after a report is received and to facilitate other accommodations that may be needed under the circumstances. These interim measures and/or accommodations are typically instituted in consultation with one or both parties, depending on the situation. Examples of interim measures and other accommodations may include:

- no-contact orders;
- restrictions on behavior, movement on campus, access to buildings or spaces, and/or participation in campus activities;
- changes to academic, job assignment, extracurricular arrangements;
- academic accommodations (such as changes for assignment due dates or alternative course completion options);

- the provision of information regarding resources such as victim advocacy, housing assistance, academic support, counseling, disability services, health and mental health services, and legal assistance.

Interim suspension may also be instituted when, given the nature of the allegations, remaining on campus may be threatening or potentially injurious to the well-being or property of members of the Seminary community. Interim suspensions are not discipline in nature and are not reflected on a student's transcript. For employees, such suspensions may be with or without pay.

Note that interim measures and other accommodations are available for both parties and may also be available for others involved in the process if appropriate.

The Title IX Coordinator is responsible for determining appropriate interim measures and accommodations and will, when possible and appropriate, consult with appropriate supervisors or administrators. The Title IX Coordinator may alter interim measures and accommodations at any point during the process as they deem appropriate.

### D. Informal Resolution

The Seminary may not require the parties (complainant and respondent) to participate in informal resolution and may not offer informal resolution unless a formal complaint is filed. Complaints may generally be resolved through an informal resolution process unless the Title IX Coordinator determines that informal resolution is inappropriate under the circumstances. Both parties must give voluntary, informed, written consent for informal resolution. This process involves informal consultation with both parties, either together or separately, to find an acceptable resolution for both parties without invoking the formal investigative process described below. The informal process may include counseling the Complainant on ways to address the Respondent directly regarding their behavior if the Complainant is comfortable doing so, counseling of the Respondent by the Title IX Coordinator or other appropriate administrator on appropriate behavior under this Policy, a facilitated discussion between the parties, a mediated agreement between the parties, or any other informal process that is appropriate under the circumstances. Both parties are permitted to bring one advisor of their choosing to any discussions as part of the informal resolution process.

At any time prior to agreeing to a resolution, any party has the right to withdraw from informal resolution and resume the grievance process with respect to the formal complaint.

The Seminary must not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

### E. Formal Resolution

Complainants may choose to pursue a formal resolution, or as discussed above, the Seminary may choose to move forward with the formal resolution process. The formal resolution process has three phases: initial assessment/charges, investigation/adjudication, and appeal.

1. Initial Assessment

Upon receiving a complaint for formal resolution, the Title IX Coordinator may conduct an initial assessment to evaluate whether the complaint alleges sufficient information to suggest that Prohibited Conduct may have occurred. This determination may be based on information submitted by the Complainant, as well as information gathered by the Title IX Coordinator during a preliminary investigation.

If the Title IX Coordinator determines that there is insufficient information to suggest that Prohibited Conduct may have occurred, they will notify the Complainant. The Complainant may submit additional information if desired. The process cannot move forward unless and until the Title IX Coordinator receives information sufficient to suggest that Prohibited Conduct may have occurred.

If the Title IX Coordinator determines that the complaint alleges sufficient information to suggest that Prohibited Conduct may have occurred, they will provide written notice to both parties of the charges that will be investigated. The charges may include violations of other Seminary policies where such charges are related to the Prohibited Conduct under investigation. In such cases, those policy violations will be addressed pursuant to this Policy and not the student conduct process.

In cases where a Respondent is unable to be identified after the initial assessment, the process will be suspended unless and until there is sufficient information to charge a Respondent.

2. Investigation/Adjudication

The Seminary may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints.

The Seminary conducts a prompt, impartial, adequate, reliable, and thorough investigation of charges regarding Prohibited Conduct. Investigations will be carried out by an investigative team comprised of four trained individuals who do not have a conflict of interest or bias for or against either party. The investigative team will be comprised of two investigators, the Title IX Coordinator and one additional trained team member. The two investigators are assigned by the Title IX Coordinator and are required to keep information obtained in the investigation private except to the extent necessary to conduct the investigation or to protect the health or safety of the parties or others. In cases involving a large number of witnesses or other complex situations, additional trained, impartial investigators may be used to support the investigative team.

During an investigation, the Seminary cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the Seminary obtains that party's voluntary, written consent to do so.

Investigators are charged with conducting interviews of the parties and relevant witnesses who may have information relevant to the investigation (as determined by the investigators), reviewing relevant Seminary records, gathering other relevant information, and keeping the Title IX Coordinator updated on the progress of the investigation. Both parties will be provided the opportunity to suggest witnesses and present information to the investigators. Neither party is required to participate in the investigation, but failure to participate may deprive the investigators of potentially helpful information.

During the course of the investigation, the investigative team may propose additional charges for the investigation, as they deem appropriate. Both parties must be provided with written notice and an opportunity to respond to such additional charges.

When the investigators believe that they have gathered all relevant information, the investigative team will prepare a written Statement of Evidence that explains the evidence gathered during the course of the investigation and identifies the disputed and undisputed relevant facts of the case. Both parties will be provided the Statement of Evidence simultaneously and will be provided three business days to review the Statement of Evidence. Within those three business days, each party may submit additional evidence, submit the names of additional witnesses including what relevant evidence each may possess (if known), submit a written rebuttal, and/or request a final interview. The investigative team will review all new evidence and conduct relevant follow-up investigation as they determine is appropriate.

At the conclusion of the investigation, the investigative team will revise the Statement of Evidence if appropriate and make a Final Determination as to whether there is sufficient evidence as to whether a policy violation occurred regarding each charge. Such determinations will be made using a preponderance of the evidence standard. This means that investigative team will determine whether it is more likely than not that a violation of Seminary policy occurred. If the investigative team members cannot agree as to the determination for a particular charge, no violation will be found because the preponderance of evidence standard has not been met. The Final Determination will be provided simultaneously in writing to both parties and will contain the revised Statement of Evidence, the determination of responsibility for each charge, the rationale for the result, and appeal rights (see below).

If any of the charges are substantiated, the Final Determination will also include sanctions against the Respondent. All sanctions are determined fairly and impartially and, on a case-by-case basis. In determining the sanctions, the investigative team may consult with the Title IX Coordinator, the Chief Academic Officer, the President, or other Seminary administrators or supervisors, as they deem appropriate in the situation.

Sanctions may include, as appropriate:

- educational training
- drug/alcohol assessment
- mandatory counseling
- community/campus service

- revocation of scholarships, honors, or awards
- schedule changes or restrictions
- job/duty reassignment
- no contact orders
- no trespass orders
- suspension (for employees, this may be with or without pay)
- behavioral restrictions
- restrictions on access to certain facilities or activities
- for student organizations, revocation of recognition by the Seminary, loss of funding, and/or loss of other privileges
- written warning
- disciplinary probation
- dismissal/termination

The Seminary strives to complete all investigations/adjudications within sixty days after receiving the complaint. However, factors may delay the completion of investigations within this timeframe, including the parties' participation in an informal resolution process, the Seminary's cooperation with a concurrent criminal investigation, the complexity of the investigation, the severity and extent of the alleged conduct, witness availability, the time necessary to receive requested medical records, and the number of witnesses.The Title IX Coordinator can extend the sixty-day period for good cause with written notice to the parties of the delay and the reason for the extension of time.

The investigative team's written decision will go into effect immediately unless the Title IX Coordinator determines, in their discretion, that a temporary stay of sanctions is appropriate pending an appeal due to extraordinary circumstances. The Title IX Coordinator may add, remove, or change the protective measures that apply after a decision is rendered.

3. Hearing

As a postsecondary institution, the Seminary is required to conduct a live hearing with cross-examination. In most instances, the Seminary will find an appropriate, impartial, third-party decision-maker to conduct the live hearing. When a third-party decision-maker is not used, the Title IX Coordinator may serve as the decision-maker. Each of the following applies to the live hearing:

- Live hearing may be conducted with all parties physically present in the same geographic location or, at the Seminary's discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually, with technology enabling participants to simultaneously to see and hear each other.
- At the request of either party, the Seminary must provide for the live hearing to occur with the parties located in separate rooms with technology enabling the decision-maker(s) and parties to simultaneously see and hear the party answering questions.
- If a party does not have an advisor present at the live hearing, the Seminary must provide without fee or charge to that party, an advisor of the Seminary's choice, who may be, but is not required to be, an attorney, to conduct cross-examination on behalf of that party.

- At the live hearing, the decision-maker(s) must permit each party's advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility.
- Such cross-examination at the live hearing must be conducted directly, orally, and in real time by the party's advisor of choice and never by a party personally.
- Only relevant cross-examination and other questions may be asked of a party or witness. Before a complainant, respondent, or witness answers a cross-examination of other question, the decision-maker must first determine whether the question is relevant and explain any decision to exclude a question as not relevant.
- Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
- If a party or witness does not submit to cross-examination at the live hearing, the decision-maker(s) must rely on any statement of that party or witness in reaching a determination regarding responsibility; provided, however, that the decision-maker(s) cannot draw an inference about determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.
- The Seminary must create an audio or audiovisual recording, or transcript, of any live hearing and make it available to the parties for inspection and review.

The standard of evidence to be used to determine responsibility is the preponderance of the evidence standard. This standard will apply for formal complaints against students and for formal complaints against employees, including faculty.

4. Appeals

Either party may request an appeal of the investigative team's decision by submitting a written notice of appeal to the Title IX Coordinator within five (5) business days from the date of the written decision. The written notice of appeal must outline the reasons for the appeal, must provide any evidence or arguments in support of such appeal, and must be based on one or more of the following:

- procedural irregularity that affected the outcome of the matter;
- new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and/or
- the Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias that affected the outcome of the matter.

If the appeal is not grounded in one of the above factors, the Title IX Coordinator may reject the appeal with written notice to the appealing party. The party may then submit a revised written notice of appeal within the original timeline.

Upon receipt of the appeal letter, the Title IX Coordinator will forward the appeal letter, along with the final decision, to the non-appealing party, who will be provided with three business days within which to respond to the appeal. No further reply will be permitted. The Title IX Coordinator will forward the appeal, the response, the Statement of Evidence, the final decision, and any other relevant information to a trained and impartial appeals officer. The appeals officer will be:

The Seminary President

The Title IX Coordinator may, in their discretion, designate another member of the Seminary President's Council to hear an appeal.

The appeals officer will be permitted to ask questions of the Title IX Coordinator and investigator, but is not permitted to speak with parties, advisors, or other witnesses about the case. Within ten (10) business days of receiving the appeal from the Title IX Coordinator, the appeals officer may:

- affirm the decision;
- reverse the determination as to charge(s) and remove or add sanctions as appropriate;
- affirm the determination as to charge(s) but revise the sanctions; or
- request that additional steps to be taken.

The appeals officer will issue their written decision simultaneously to both parties and include the rationale for the decision. The decision of the appeals officer will be final.

*Policy REVISED and APPROVED by Board of Trustees via email on July 28, 2020.*

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# Student Success

**Academic and Personal Advising**
Academic advising is coordinated and provided by the Chief Academic Officer. Students should contact the CAO to clarify academic advising questions.

Each student is assigned an Advisor. The establishment of an open, professional relationship with an Advisor is a valuable asset in the pursuit of an education. The Advisor is available to assist students in general academic and spiritual concerns and with issues of personal growth and development.

At times a student may find their abilities challenged or pushed to new limits and will need to seek advice, tutorial assistance, and/or editing help. Assistance is offered to students by the Chief Academic Officer. Students are encouraged to seek assistance on their own but may also be referred by instructors. The Chief Academic Officer may initiate contact with students if academic "flags," academic audits, or degree audits indicate a potential need to offer assistance.

Student Success Plans (SPPs) can be created by the Chief Academic Officer that are tailor-made for individual students. All student can benefit from student success elements found under Home > Groups > Active Students > Files.

**Faculty Office Hours**
Faculty members (full-time and adjunct) desire to be available to students for assistance, guidance, and dialogue. Syllabi list faculty members' availability, typically online, by email, and/or by phone.

**Counseling Guidelines**
There are times when clinical counseling may be needed during a Seminary education. Counseling is most effective when the counseling style meets the needs of the person being counseled. Therefore, while the faculty or staff may make recommendations for counseling, it is best when students find the counseling that is right for them. Any recommendations made by Seminary personnel are suggestions only and carry no guarantee of success.

Some counseling services through UF Counseling Services Center may be available at little to no cost for local students and for students residing in the state of Ohio. Insurance and licensing requirements limit this kind of counseling to local students. Most UF Counseling carries some kind of cost which must be covered by the student or the student's insurance.

Options for some form of online or telephone-based counseling is available for students who are not located near the Findlay, Ohio campus and/or not residing in Ohio. At the time of this writing, these digitally-based counseling services can be accessed through the UF Counseling Services (419-434-4526 and counselingservices@findlay.edu), with the cost covered by the student.

Other online or telephone-based counseling services are available with billing handled directly between the counselor and student. (Note: Winebrenner's Master of Arts in Clinical Counseling department does not provide clinical counseling for Winebrenner students.)

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

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

The complete Drug/Alcohol Prevention Program Guidelines may be obtained through this link or by going to the Active Student Group in Populi: Home > Groups > Active Students; listed under Files in the left-hand column.

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

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

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

Any member of the Winebrenner/UF community who observes an individual possessing, manufacturing, transferring, selling, or using a weapon and who reasonably believes that the individual is doing so without the consent of the UF Office of Campus Safety and Security should immediately report this to personnel of the Office of Campus Safety and Security at 419-434-4799. Likewise, any member of the community who observes unattended items they reasonably believe to be weapons should also immediately contact the UF Office of Campus Safety and Security with a description and location of these items.

The only exceptions to this policy are:

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

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

**Student Records**

The Office of the Chief Academic Officer maintains academic and personal records on all students through our Populi College Management System (CMS). Except under legal compulsion, the information contained in such records (with the exception of information defined as "directory information," including names, mailing addresses, email addresses, phone numbers, photographs, academic standing, dates of attendance, enrollment status, degree program, area of study, honors or awards received, prior schools attended, degrees conferred or granted) will not be released to individuals or agencies outside Winebrenner without the written consent of the student. Students may withhold the disclosure of directory information on an "all or nothing" basis by notifying the CAO in writing.

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

All persons handling the permanent records are instructed concerning the confidential nature of such information and their responsibility regarding it. Winebrenner's Student Records Policies and related procedures are reviewed annually and revised by Chief Academic Officer. All staff involved with student records are trained using these policies and procedures.

*Transcripts and Permanent Student File*

Information recorded on the transcript by the Office of the Chief Academic Officer includes the following: name; identification number; home address; date of birth; dates of attendance;

discipline including dates and details of academic and/or dispositional action (remediation, warning, probation, and/or dismissal or disqualification); readmission; course numbers and titles; units of credit; grades and; grade points earned for each course; overall GPA; and identification of courses withdrawn or repeated.

Winebrenner may hold in a student's permanent file (either digitally or hard copy) admission documents, photographs, model releases, transcripts from other schools, recommendations, evaluations, assessment tools (dealing with personality, behavior, family histories, genograms, aptitude, career, etc.), grades, grading rubrics, course evaluations, learning contracts, practicum records, internship records, supervisor's evaluations, hours of completion, progress review records, pre-practicum review records, recorded interviews, transcripts of recorded interviews/meetings, complaints, disciplinary notes, judgements, advising notes, and more.

Students should be aware that Winebrenner must report any information shared that would reveal that a crime has been or will be committed or if information shared suggests that a student is impaired in any way or is a danger to self or others. Ohio law requires that this information is shared with the proper authorities. FERPA protections do not shield a student from accountability for criminal or potential harmful behavior. It is important to note again that student information may be subpoenaed or required in a court of law. Students are encouraged to share information freely—but are cautioned not to incriminate themselves. Students release Winebrenner from liability in the event the Seminary is required to report criminal or aberrant behavior.

Student information is maintained per the Seminary's Document Collection and Retention Plan. Information regarding this plan can be requested from the Chief Academic Officer.

*Student's Right of Access*
A designated member of the academic or administrative team will make the file available to the student by appointment, either in person or through share screen functionality in video conferencing, within 45 days of a written request. The student is not permitted to copy, photograph, remove, edit, add to, or have returned any of the materials found in the file by any means, including submitted academic materials, recommendations, evaluations, or transcripts from previous schools. The staff person will remain present throughout the viewing appointment.

*Name Change Procedure*
Official name changes can be reported by submitting a scanned copy of a marriage license, court document, or a scanned driver's license to the Chief Academic Officer from the student's school issued email account, by mail, or in person. Details on exactly how the name should appear in Winebrenner student records should be included.

*Enrollment Verifications and Endorsements*
Current students who require a letter of good standing, an enrollment verification, or other endorsement for any agency, denomination, or organization, must put their request in writing to the Chief Academic Officer. Review and response time can be one week to ten days. Graduates seeking letters of reference may contact individual instructors directly.

# CAMPUS AND FACILITIES

Local Winebrenner students may have access to some UF services/facilities as part of Winebrenner's Collaborative agreement with UF. (The collaborative agreement is regularly under review and primarily covers Information Technology Services such as email, computer support, Teams troubleshooting, etc.) It is important to note that these services are not part of your tuition or fees. Local students may enjoy some benefits of life near the UF campus, but none of these services are guaranteed, nor are all benefits available all of the time. Distance students do not need to worry that they are not receiving the same benefits from their tuition since these benefits may not always be available and no distance student is charged for local services.

**Athletics**
Local students may attend athletic events such as football, baseball, volleyball, softball, Lacrosse, basketball, tennis, golf, and other sporting events for a slight discount. All students, local and distance, may watch life-streamed sporting events of the Great Midwest Athletic Conference (G-MAC) through FloCollege (https://go.flocollege.com/partner/g-mac). Most events are free of charge.

**Student ID**
Local Winebrenner students may be able to obtain an Oiler OneCard photo ID (which can then be uploaded to a cell phone for easier use). This ID card potentially may be used to access campus privileges such as parking, dining, recreational facilities, print release stations, and other services on the UF campus. Some dining areas require an ID with funds deposited while other dining areas take cash. Please contact Hannah Binkley or Beverly Roth in the UF Campus Facilities Office. You will need a signed form from the CAO to get a physical ID card. Please contact the CAO to receive the signed form.

**Print and Copy Services**
Local Winebrenner students with access to the UF campus may have options available to print or make copies on the campus of the University of Findlay via web browser or by email attachment. **At this time you must be physically on campus in order to download the software necessary to utilize the print stations**.

To take advantage of the copy and print funds, please see Beverly Roth in the UF facilities services. Beverly, or her assistant, Hannah, will check to make sure the Winebrenner student has a valid ID number and can be added to the UF Transact program. The facilities staff may contact the Chief Academic Officer to check to see if the Winebrenner student is registered for classes. Once they have that information, the Winebrenner student will either be sent over to UF-IT to have funds added (if they are registered currently), or the facilities staff will create an account and invoice, then send the Winebrenner student to the correct UF office to pay the invoice for print services, and then direct them on to IT to get the print funds properly added. It should be noted that print funds are the responsibility of the student and are not a covered benefit of tuition.

The current rate is $0.05 per page. Students on campus may be able to directly use the copy function of the print release stations to make copies at $0.05 per page.

**UF Counseling**
Counseling at the UF Counseling Center is available for walk-in or online telehealth-style counseling if a student lives in Ohio. Because of state licensure of clinical counselors, the UF Counseling Center can only counsel Ohio students. There generally is a fee assessed for counseling. A UF ID card is required to access counseling.

**Parking**
Local students wishing to park their vehicles in campus parking lots must be registered with the UF Campus Security Office, located in Lovett Hall, west of the Winebrenner building. Application for a parking permit may be made online through the UF website under the Safety and Security Office link: https://www.findlay.edu/offices/student-affairs/safety-security/. Cars are ticketed at all times including the weekend, however, from 7:00 am to 5:00 pm, certain parking areas are designated for specific persons: faculty/staff (yellow), commuters (blue), and resident students (white).

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

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

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

If a Seminary student commits minor offenses involving Winebrenner rules and regulations, Campus Security may refer the individual to the Chief Academic Officer, or if committed by an employee, Campus Security will notify the Chief Academic Officer, Executive Director, or Seminary President.

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

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

*Crime Statistics and Reporting*
With the passage of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1990 (20 U.S.C. 1092(f)), Winebrenner directs the Campus Security policy and a crime statistic report to all current students and employees by providing a link to the location of the University of Findlay's Annual Security and Fire Safety Report (ASR/ASFSR). In accordance with Department of Education final regulations published April 29, 1994, all applicants for admission or employment are provided access to 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 UF Business Office.

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

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

# FINANCIAL INFORMATION

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

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

*2026-2027 Tuition*
Doctor of Ministry courses, $300/month
Master's level courses, $300/month
Life Exploration, $300/month

Each student will be charged $1,200 per trimester as tuition with payments being due as follows:

- Fall Trimester – September, October, November, and December
- Spring Trimester – January, February, March, and April
- Summer Trimester – May, June, July, and August
    - Note: A graduating student must make all final tuition and fees payments on or before July 20 before the diploma is bestowed, the degree is granted, or transcripts are released. This includes the final month of August even though Commencement takes place on the first Saturday of August.

While no courses are conducted in April, August, or December, monthly payments are still due each of these months. **(Graduates must pay their July AND August tuition payments AND graduation fees no later than July 20 in order to receive their diploma, have their degree granted, and transcripts released.)**

*Mandatory Fees*

- Application fee (non-refundable), $30
- Audit fees, $200/course
- Background Investigation fee, paid by the student to "Protect My Ministry"
- Graduation fee, $130 (due by July 20 *regardless of what Populi lists as the due date*)
- ICS, $200/course
- Late Payment fee, $10
- Payment Return fee, $15
- Transcript fees, $6 for emailed digital copies, $20 for paper copies by Priority Mail. Transcripts older than 10 years may require additional fees.

*Payment Method*

Each student must have an automatic payment method on file either within Populi or with the Director of Finance. Acceptable automatic payment options include: a recurring credit card payment via Populi which incurs a convenience fee; submission of an ACH form which will result in a fee-free withdrawal; or commitment of a third-party which will result in an on-time payment.

*University of Findlay Fees*

Each trimester, Winebrenner agrees to pay General Service Fees and Student Activity Fees to the University of Findlay. A commitment exists at Winebrenner to waive these fees when assessed to student accounts.

*Supplemental Course Fees*

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

All supplemental course fees are non-refundable.

**Payment of Tuition and Fees**
Monthly payments must be made by the 20th of each month with a 3-day grace period. A Late Payment fee and Financial Lock will be applied to a student's account after the grace period, if warranted. Failure to make a payment within the month it is due will result in a Course Lock being applied to a student's account on the 1st of the subsequent month. Payment methods include:

- Payments by credit card must be made via Populi and will incur a non-refundable 1.5% convenience fee.
- Payments by check must be made payable to Winebrenner Theological Seminary and mailed to Winebrenner.
- Payments withdrawn by Winebrenner from a student's checking account will occur on the 20th of the month or the business day that precedes the 20th if it falls on a weekend or holiday. Please contact the business office (business@winebrenner.edu) for the appropriate form. **The exception to this is the final month prior to graduation in which all outstanding tuition and fees, including the August tuition fee, may be drafted by July 20 prior to graduation. If the full amount is not drafted it is the student's responsibility to pay of the balance by July 20 prior to graduation.**

All accounts must be paid, in-full, by the end of the trimester in order for a student to begin coursework in the subsequent trimester. Students (both current and former) will not receive a fee statement mailed monthly; current tuition and fee balances must be accessed via Populi.

Students with any outstanding balance with the Business Office will not be able to register, gain access to their course(s), take exams, view a report of their grades in Populi, or obtain a transcript since a Financial Lock will be placed on their account. **Instructors will not provide "workarounds" for students to access course information when a Lock has been placed on their Populi account.** Viewing grades in person may be arranged by appointment with the Chief Academic Officer although a copy will not be issued (see Student's Right of Access on page 120), 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.

**Refund of Tuition and Fees**
No tuition refunds or refunds of payment(s) made will be given if a student withdraws from a course in progress. Only a complete withdrawal from all courses will result in a refund in accordance with the Refund Policy.

*NOTE:* Any credit balances greater than $5 on a student's account will be refunded. A credit balance of $5 or less will remain on the student's account and be applied to future tuition and/or fees.

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

> Withdrawal from all courses during the first month of a trimester: 75% Tuition Refund
> Withdrawal from all courses during the second month of a trimester: 50% Tuition Refund
> Withdrawal from all courses during the third month of a trimester: no refund

All course fees are non-refundable.

For more information on withdrawals, please see the Catalog section "Changes in Registration, Additions, and Withdrawal."

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

**Bad Debt Policy**
When a person is no longer registered as a student, they will have three (3) months after the registered trimester 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.

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

**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.

# Student's Acknowledgement of Understanding

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

A digital version of this form may be accessed and signed here.

**The FERPA (Family Educational Rights and Privacy Act)**
form can be accessed and signed here.

**The Systems and Network Rules and Guidelines**
form can be signed here.

# Appendix A – MACC Handbook (revised and effective 07-11-2026)

*Master of Art in Clinical Counseling (MACC) Student Handbook*
*950 N. Main St, Findlay, Ohio 45840*

## *Overview of MACC Program*

The Master of Arts in Clinical Counseling (MACC) is a CACREP-accredited 70 credit-hour entry level clinical mental health program that can be completed in three or more years of part-time study. Students must enroll in six to nine credit hours each trimester in order to complete the program in three years *(See the MACC Course Sequence plans for full-time and part-time students)*. The fundamental mission of the MACC is to educate and train counselors to promote the optimal functioning of individuals, families, groups, and communities. Built upon a solid foundation of knowledge, skills, and dispositions inherent to counseling those from diverse backgrounds, graduates will be able to translate research-validated practices and integrate biblical truth into effective strategies for individuals, groups, and families. Graduates will benefit from personal and professional growth opportunities, as self-reflection, critical thinking, and constructive feedback are key components addressed in the program. Upon completion of the MACC degree, students will meet the course requirements to take the National Counseling Exam (NCE). Please note, state licensing boards often require completion of a CACREP-accredited counselor education program *and* a specified number of hours of supervised practice. *For more information about specific state licensing requirements, see the MACC Compliance by State on the Winebrenner website:* https://winebrenner.edu/ma-clinicial-counseling-compliance-by-state/

### Mission Statement and Purpose

*The Master of Arts in Clinical Counseling Program equips individuals, utilizing Christian principles and evidence-based modalities, to become mental health counselors.*

The program is designed to equip individuals to work in multiple settings (i.e. private practice, community mental health agencies, hospitals, government, and business settings) where they can help bring spiritual, emotional, and psychological wellness into people's lives. The objectives of the MACC program are to deliver a high-quality education required by the Council for Accreditation of Counseling and Related Programs (CACREP), and to prepare students to meet the requirements of their residential state professional licensing board.

### Program Objectives

1. Graduates will demonstrate comprehensive knowledge of counseling theory, human and lifespan development, group dynamics, and evidence-based approaches to treatment planning and prevention across a broad range of mental, behavioral, and neurodevelopmental disorders.
2. Graduates will demonstrate the clinical skill to research, select, and apply evidence-based techniques, therapeutic interventions, and assessment instruments for diagnosis and treatment planning across individual, group, couple, and family counseling modalities.

3. Graduates will demonstrate awareness of and sensitivity to the social, cultural, and spiritual factors that shape the counselor, the client, and the therapeutic relationship, and will apply this understanding to promote equitable and effective outcomes.
4. Graduates will embody a professional identity as clinical mental health counselors, demonstrating understanding of counseling philosophy, ethical standards, and relevant legislation and regulatory processes, and applying this knowledge to professional practice, community engagement, and advocacy.
5. Graduates will demonstrate the ability to deliver, document, and coordinate clinical mental health counseling services across multiple delivery modalities, professional networks, and third-party systems.
6. Graduates will articulate a mature understanding of spiritual formation and demonstrate the practical, ethical, and respectful integration of spirituality into clinical practice, reflecting a Christian worldview consistent with Winebrenner's mission.

## *Program Director Contact Information*

Program Director: Dr. Mary Steiner Iiames
Email: iiames@winebrenner.edu
Phone: 419-234-3010 (cell)
950 N. Main Street, Findlay, Ohio 45840

## *Professional Organizations and Opportunities*

Developing a professional counselor identity is valued and instilled in MACC students at the commencement of their program. MACC students are required to join their state division of the American Counseling Association (ACA). They are expected to maintain memberships and become active members of this professional organization as well as join the national association of ACA throughout their tenure at Winebrenner. Attending and/or presenting at conferences as well as publishing articles on timely topics is encouraged.

The seminary, counseling faculty, and/or community provide other opportunities for students to enhance their learning. Some examples include the Mental Health and the Church Conference, Annual Site Supervisor Workshops, webinars, and events sponsored by The University of Findlay's counseling center or other local counseling agencies. Students are urged to seek professional development opportunities in their residential settings and attend as many as possible.

Additionally, students who meet the standards for membership in the Nu Epsilon Chi (NEX) Chapter of Chi Sigma Iota (CSI) are encouraged to join and actively participate in the training webinars, meetings, and events

## *MACC Program Key Performance Indicators for Clinical Mental Health Counseling (CMHC) graduate students*

1. **Knowledge:** *CMHC graduate students will*
   - Demonstrate knowledge of human and lifespan development, group dynamics, counseling theories, etiology, clinical terms, evidence-based approaches in treatment planning and prevention for a broad range of mental, behavioral, and neurodevelopmental disorders.

2. **Skills & Practice:** *CMHC graduate students will*
   - Demonstrate the ability to research, analyze, select, and utilize evidence-based techniques, therapeutic skills, and assessments for diagnostic and intervention planning purposes in individual, group, couples, and family counseling settings.

3. **Cultural Awareness:** *CMHC graduate students will*
   - Demonstrate awareness and understanding of the impact of social, cultural, and spiritual factors that influence both the counselor, the client, and the therapeutic relationship and outcomes.

4. **Professional Identity:** *CMHC graduate students will*
   - Embody a professional identity as a clinical mental health counselor through understanding and application of counseling philosophy, ethical standards, legislation, government policy, and regulatory processes relevant for professional practice, community engagement, and advocacy.

5. **Professional Practice:** *CMHC graduate students will*
   - Employ strategies for interfacing and documenting work with multiple delivery modalities, networks, and third-parties to manage issues in clinical mental health counseling.

6. **Utilization of Christian Principles:** *CMHC graduate students will*
   - Articulate an awareness and understanding of spiritual formation and the practical, ethical, and respectful integration of spirituality in counseling while demonstrating a Christian worldview.

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

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

## *Admissions, Selection, and Advisement*

**Admissions Diversity Statement**
In keeping with Winebrenner's mission, the Office of New Student Engagement seeks to engage people by assisting them in recognizing their call to serve, realizing their need for knowledge and skills related to the call to serve, and presenting them with the programs which prepare them to fulfill the call to serve.

The Office of New Student Engagement does not permit discrimination during the admissions process on the basis of race, color, national or ethnic origin, sex, gender, disability, age, or religion. (See "Equality in Admissions" in the Winebrenner Graduate Catalog, p. 55.)

**Inclusion and Accessibility Policies**
For further information about Winebrenner inclusion and accessibility policies, see the Winebrenner Graduate Catalog: "Inclusive Language" (p. 82); "Disability Support" (pp. 73-75); and "Respect for All Students, Faculty, and Staff" (p. 82).]

## *Student Expectations*

Academic expectations of students are defined in the Winebrenner Graduate Catalog. Additionally, the Master of Arts in Clinical Counseling Program has adopted a set of dispositions for all students to demonstrate. These dispositions include:

- **Commitment –** including counselor identity, investment, advocacy, collaboration, and interpersonal competence;
- **Openness to ideas** – including learning, identifying needed changes, giving and receiving feedback to and from others, and engaging in self-development;
- **Respect for self and others –** including honoring diversity, self-care, and wellness;
- **Integrity –** including personal responsibility, maturity, honesty, courage, and congruence;
- **Self-awareness –** including humility and self-reflection.

These dispositions represent the values of the Master of Arts in Clinical Counseling Program at Winebrenner Theological Seminary. All students should embody these dispositions inside and outside the classroom to the greatest extent possible.

Dispositions are evaluated several times throughout a student's tenure at Winebrenner. First, students are assessed at time of entry into the program during an interview. Additional times are outlined in the *Procedures for MACC Dispositions Evaluation* listed below.

Students are encouraged to explore and fully integrate their own personal and unique attributes and capabilities into their identities as professional clinical counselors. Hence, self-awareness is critical because this knowledge relates to being an effective and ethical practitioner. During self-reflection and exploration, students frequently identify areas in their own lives in which personal

counseling would benefit them, and thus, students are encouraged to pursue and initiate their own personal counseling by a licensed mental health professional in their communities. Although program faculty and course instructors are licensed professionals, it is both unethical and irresponsible for faculty and instructors to provide mental health counseling for students. (See p. 107 in the Winebrenner Graduate Catalog)

## *Digital Delivery Learning Environment Expectations*

*(The MACC program is exclusively delivered in a digital modality. Since all aspects of MACC courses are digitally delivered, the following guidelines will be followed.)*

***Teams Online Meeting Etiquette***

Students attending class via Microsoft Teams should do so in a distraction free environment and a learning posture. Taking class while driving or engaged in other activities that requires direct attention should be avoided. **For class sessions** you will need your computer with camera and microphone and a stable Internet connection. Your instructor recommends using a desktop or laptop that is stationary to avoid making your classmates "seasick" with a moving image of you on the screen. **It is optimal that you can look straight into the camera rather than down or to the side to give everyone in the class session a sense that we are all "present" and looking at each other.** It is not considered good online etiquette to have only your face or the top of your head visible; try to have your face centered in the screen. You can have the session on one side of your screen and take notes or view documents beside it in a split screen.

Except during breaks, all cameras should be turned on, and you must be present; no blank screens or avatars during class session except for normal personal breaks. **Exercising, walking on a treadmill, driving your car, or rocking in a chair can also disrupt the classroom environment; please refrain from engaging in distracting activities during class sessions.** Students may eat when necessary, as long as your mic is muted and you are not causing a distraction. Unless otherwise specified by the instructor, please mute yourself until ready to speak to avoid having the class disrupted by background noise.

You may use headphones if background noise is present or if your microphone causes feedback. **Participation grades do include students' attentiveness and active conversational interaction.**

***Secure Environment***

An adequate and appropriate learning environment is necessary when working within digital delivery systems. Students enrolled in the MACC digital delivery program must adhere to the following guidelines:

- Students should attend class meetings in a distraction-free environment that is secure from inadvertent breaches of privacy and confidentiality.
- Students should attend class from a webcam equipped computer or tablet with keyboard and use headphones if background noise is present.

***Video Submissions***

For class assignments requiring submission of a video displaying your skills in working with another individual, guidelines have been created to uphold privacy. Creating secure videos and submitting them for grading involves several key steps to ensure both the integrity of the content and the privacy of the individuals involved. To create secure videos for grading, **follow these guidelines:**

- *Use Secure Recording Tools:* Utilize software that offers encryption to protect your video files from unauthorized access.
- *Ensure Privacy:* Make sure to record in a private, quiet environment to avoid capturing sensitive information or background noise.
- *File Protection:* Save your videos in a secure format and use strong passwords for any file-sharing services.
- *Submission Protocols:* Videos will be submitted through Populi (Winebrenner's Learning Management System). Due to size limitations, links may be submitted. Again, ensure that links are secured with access limited to only the course instructor.
- *Data Backup & Deletion:* Keep a backup of your videos in a secure location to prevent data loss. Upon completion of the assignment and instructor grading, all data should be permanently deleted.

By adhering to these practices, you can ensure that your videos are both secure and ready for grading while protecting the privacy of individuals and confidentiality of the content.

## *Procedures for MACC Professional Dispositions*

**Procedures for MACC Professional Dispositions Evaluation**

- During the 8th week of the trimester, the course instructor initiates the MACC Professional Disposition Evaluation for the specific evaluation point in the program (i.e., Early (CC 5000), Midpoint 1 (CC 5300), or Midpoint 2 (CC 6100). Instructors complete a disposition form for each student enrolled in the course during the 12th week of the trimester.
- The course instructor will calculate an average score for each disposition. Each student will be provided with a Self-Evaluation of MACC Professional Dispositions. The student must complete the Self-Evaluation prior to the end of that trimester.
- The core faculty will meet to review the students' evaluations at the next monthly department meeting. If a student earns an average rating "1 or below" for any disposition will receive remediation including:
    - Meeting with the student, an advisor, and the Program Director to create a plan of professional development, including an implementation timeline.
    - At the end of the timeline for the professional development plan, the student will be re-evaluated in the identified dispositions. If the student again earns an average rating "1 or below" for the identified dispositions, a meeting with the student, the

Program Director, and the Chief Academic Officer (CAO) will occur to discuss the area(s) of concern and the remediation efforts that had already been completed. At this point, the student may determine whether to remain in the MACC program or participate in another professional development plan.

- If the student decides to complete another professional development plan, at the end of the timeline for the second plan, the student will be re-evaluated in the identified dispositions. If the student earns an average rating "1 or below" for the identified dispositions, the student will be recommended for dismissal according to the Dismissal Policy set forth by the program (See Dismissal Policies and Procedures).

- Students will be given ten days following the meeting to submit a written response to the evaluation. The evaluation and student written response will be placed in the student's program file at the end of the ten-day response period.
- If a student wishes to challenge the evaluation of their professional dispositions, they must provide the Program Director with a written request for due process within 10 days of the student advisor meeting. Upon receipt of the written request, the guidelines for due process as outlined in the **MACC Retention, Remediation, and Dismissal Policies and Procedures** will be implemented.

## *Pre-Practicum Review*

MACC students will be required to participate in a pre-Practicum review during the fall trimester prior to beginning the Practicum course. This review will evaluate the student's academic progress via the key performance indicators and professional dispositions. A student receiving a "Pass" will be permitted to register for Practicum. A student receiving a "Pass with Action Plan" will be permitted to register for Practicum and will complete the action plan as assigned. A student receiving the notation "Remediation Required" will not be permitted to register for Practicum but may register for other academic courses and will be subject to re-review in the next pre-Practicum review time period. A student receiving "Remediation Required" in two consecutive review periods may be subject to dismissal from the program after review by the Program Director and the CAO.

# *Curriculum*

**Curriculum Plan**
In fulfillment of standards from various accrediting bodies, including CACREP, ATS, and State licensure boards, the MACC program includes the following:

**MACC Requirements** (64 credit hours)

IS 5100 Foundations for Seminary Studies (Required in the first trimester of study; 1 credit.)

CC 5000 Introduction to Clinical Mental Health

CC 5050 Counseling Theories

CC 5121 Helping Skills (This course may be taken by MAPT and MDiv students.)

CC 5150 Human Growth and Development (This course may be taken by MAPT and MDiv students.)

CC 5200 Group Counseling (Prerequisite: CC 5050)

CC 5250 Career Counseling

CC 5300 Multicultural Counseling

CC 5500 Crisis and Trauma-Informed Care and Counseling

CC 5600 Counseling the Dying and Grieving (This course may be taken by MAPT and MDiv students.)

CC 5700 Family Counseling and Relations (This course may be taken by MAPT and MDiv students.)

CC 6000 Research and Evaluation

CC 6050 Psychopathology (Prerequisites: CC 5000, CC 5050)

CC 6100 Diagnosis of Mental and Emotional Disorders (Prerequisites: CC 5000, CC 6050)

CC 6150 Personality Assessment

CC 6200 Counseling Children and Adolescents (Prerequisites: CC 5000, CC 6050, CC 6100)

CC 6250 Treatment of Mental and Emotional Disorders (Prerequisites: CC 5000, CC 6050, CC 6100)

CC 6600 Addictions and Counseling (Prerequisites: CC 5000, CC 6050, CC 6100)

CC 6900 Legal and Ethical Issues in Counseling

CC 7000 Practicum in Clinical Mental Health Counseling (Prerequisites: CC 5000, CC 5050, CC 5121, CC 5150, CC 5200, CC 5300, CC 6000, CC 6050, CC 6100, CC 6150, CC 6200, CC 6250)

CC 7050 Internship in Clinical Mental Health Counseling I (Prerequisite: CC 7000)

CC 7100 Internship in Clinical Mental Health Counseling II (Prerequisite: CC 7050)

**General Theological Education Requirements** (Religious Heritage courses - 6 credit hours)

**Biblical Studies** (choose 1 of the following)
OT 5000 Old Testament Foundations **(Fall)**
CM 5810 The Ministerial Person **(Fall)**
CH 5400 Survey of the History of Christianity **(Spring)**
NT 5200 New Testament Foundations **(Summer)**
(or another course approved by the CAO)

**Christian Thought** (Required)
IS 6950 Applied Theological Concepts for Clinical Counselors (designed for the MACC degree)

**The following electives may be taken as additional coursework:**

CC 6300.1 Human Sexuality and Clinical Counseling – *Residency Intensive* (1 credit hour)
CC 6300.2 Human Sexuality and Clinical Counseling – *Culmination* (2 credit hours)
(Prereq: CC 6300.1 or 6300.1OL

**Requirements for Graduation**
The Seminary will confer the Master of Arts in Clinical Counseling degree on students who complete the 70 credit hours required in the program with a minimum cumulative 3.0 grade-point average and have completed the CPCE exam. These students will have met the requirements for graduation, are recommended by the faculty, are affirmed by the Board of Trustees, and will have made all final tuition and graduation fee payments no later than July 20 prior to Commencement.

Students who interrupt their study at Winebrenner by more than one year (three successive trimesters) must reapply for admission, must go through the MACC interviews, may have to be placed on a waitlist until a seat is open, and will become subject to the requirements of the (then) current Graduate Catalog.

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

A background investigation must be conducted before a student begins participation in Practicum or Internships. For more information, please see the full description of background investigations in this Catalog. Protect My Ministry does a full, seven-year all locations investigation on the national, state, and court jurisdiction levels. If your state requires fingerprinting, Protect My Ministry cannot perform that search. Protect My Ministry is considered the industry standard for this kind of background investigation. Depending on your state of residence you may need to do additional steps using additional agencies to ensure you meet the required standards for internship status in your state.

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

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

Further details about Practicum are provided during the Orientation to Practicum and are available in the *Practicum and Internship Handbook*.

**Note**: MACC students will not receive their diplomas at graduation unless their internships have been completed before the date of graduation. Degrees will not be granted until internships are completed and the CPCE exam has been completed.

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

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

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## Recognized Course Sequences

*Full-time, three-year MACC sequence:*

Please note that courses are only offered during the trimesters marked below and generally are only offered once a year. Failure to follow the sequence can result in courses out of order, missing courses, and a delay in graduation. Students beginning in the Spring or Summer may require 10-11 trimesters to complete this degree.

| AY | Fall *Sep–Nov (Dec)* | Spring *Jan–Mar (Apr)* | Summer *May–Jul (Aug)* |
|---|---|---|---|
| 1 | CC 5000 Intro to Clinical Mental Health **[C]** **THU**<br>CC 5121 Helping Skills **MON**<br>*IS 5100 Foundations for Seminary Studies **WED (4 evenings)**<br>CM 5810 (RHC – option) **TUE** | CC 5050 Counseling Theories **TUE**<br>CC 5150 Human Growth and Development **THU**<br>CC 5500 Crisis and Trauma-Informed Counseling **MON** | CC 5200 Group Counseling >> **TUE**<br>CC 6000 Research & Evaluation **MON**<br>CC 6050 Psychopathology **[C]** >> **THU** |
| 2 | CC 5300 Multicultural Counseling **THU**<br>CC 6100 Diagnosis of Mental and Emotional Disorders **[C]** >> **TUE**<br>OT 5000 (RHC – option) **MON** | CC 6250 Treatment of Mental and Emotional Disorders **[C]** >> **MON**<br>CC 6600 Addictions and Counseling >> **TUE**<br>CC 6150 Personality Assessment **[C]** **THU** | CC 6200 Counseling Children & Adolescents >> **MON**<br>CC 5600 Counseling the Dying and Grieving **TUE**<br>CC 5700 Family Counseling and Relations **THU**<br>**Residency Intensive: Human Sexuality in Clinical Counseling ***TBA*** |
| 3 | CC 6900 Legal and Ethical Issues **THU**<br>CC 7000 Practicum in Clinical Mental Health Counseling **[C]** >> **MON/TUE**<br>***Elective Course Completion:<br>CC 6300 Human Sexuality in Clinical Counseling>> ***TBA***<br>OT 5000 (RHC – option) **MON**<br>CM 5810 (RHC – option) **TUE** | IS 6950 Applied Theological Concepts for Clinical Counselors (RHC – Required) **THU**<br>CC 7050 Internship in Clinical Mental Health Counseling I **[C]** >> **MON/TUE** | CC 5250 Career Counseling **THU**<br>CC 7100 Internship in Clinical Mental Health Counseling II **[C]** >> **MON/TUE** |

*IS 5100 Foundations for Seminary Studies is offered every trimester. It is required for all students during their first trimester. Orientation lessons open one month before the official start of the trimester. Class sessions held Wednesdays, weeks 1, 3, 6, and 12.

RHC = Religious Heritage Course: Take IS 6950 Applied Theological Concepts in Spring, Year 3, plus one other RHC course.

**This residency intensive course is offered each year for four days for 1 credit, Pass/Fail.
*** For those students wishing to complete the additional 2 credits for this elective course. (Must have taken CC 6300.1.)

**[C] = Clinical Course – transfer credit cannot be applied.**

>> Prerequisites apply. See Course Description section of Catalog.

Failure to follow the sequence can result in courses out of order, missing courses, and a delay in graduation.

*Optional full-time, four-year MACC sequence:*

Please note that courses are only offered during the trimesters marked below and generally are only offered once a year. Failure to follow the sequence can result in courses out of order, missing courses, and a delay in graduation. Students beginning in the Spring or Summer may require 13-14 trimesters to complete this degree.

| AY | **Fall** *Sep–Nov (Dec)* | **Spring** *Jan–Mar (Apr)* | **Summer** *May–Jul (Aug)* |
|---|---|---|---|
| 1 | CC 5000 Intro to Clinical Mental Health **[C]** **THU**<br>*IS 5100 Foundations for Seminary Studies **WED (4 evenings)**<br>OT 5000 (RHC – option) **MON** | CC 5150 Human Growth and Development **THU**<br>CC 5500 Crisis and Trauma-Informed Counseling **MON** | CC 6000 Research & Evaluation **MON**<br>CC 5600 Counseling the Dying and Grieving **TUE** |
| 2 | CC 5121 Helping Skills **MON**<br>CC 5300 Multicultural Counseling **THU**<br>CM 5810 (RHC – option) **TUE** | CC 5050 Counseling Theories **TUE**<br>IS 6950 Applied Theological Concepts for Clinical Counselors (RHC – Required) **THU** | CC 5200 Group Counseling >> **TUE**<br>CC 6050 Psychopathology **[C]** >> **THU**<br>NT 5200 (RHC – option) **MON** |
| 3 | CC 5300 Multicultural Counseling **THU**<br>CC 6100 Diagnosis of Mental and Emotional Disorders **[C]** >> **TUE** | CC 6250 Treatment of Mental and Emotional Disorders **[C]** >> **MON**<br>CC 6600 Addictions and Counseling >> **TUE** | CC 6200 Counseling Children & Adolescents >> **MON**<br>CC 5700 Family Counseling and Relations **THU**<br>**Residency Intensive: Human Sexuality in Clinical Counseling ***TBA*** |
| 4 | CC 6900 Legal and Ethical Issues **THU**<br>CC 7000 Practicum in Clinical Mental Health Counseling **[C]** >> **MON/TUE**<br>***Elective Course Completion: CC 6300 Human Sexuality in Clinical Counseling>> ***TBA***<br>OT 5000 (RHC – option) **MON**<br>CM 5810 (RHC – option) **TUE** | CC 6150 Personality Assessment **[C]** **THU**<br>CC 7050 Internship in Clinical Mental Health Counseling I **[C]** >> **MON/TUE** | CC 5250 Career Counseling **THU**<br>CC 7100 Internship in Clinical Mental Health Counseling II **[C]** >> **MON/TUE** |

*IS 5100 Foundations for Seminary Studies is offered every trimester. It is required for all students during their first trimester. Orientation lessons open one month before the official start of the trimester. Class sessions held Wednesdays, weeks 1, 3, 6, and 12.

RHC = Religious Heritage Course: Take IS 6950 Applied Theological Concepts in Spring, Year 3, plus one other RHC course.

**This residency intensive course is offered each year for four days for 1 credit, Pass/Fail.
*** For those students wishing to complete the additional 2 credits for this elective course. (Must have taken CC 6300.1.)

**[C] = Clinical Course – transfer credit cannot be applied.**

>> Prerequisites apply. See Course Description section of Catalog.

Failure to follow the sequence can result in courses out of order, missing courses, and a delay in graduation.

## *Endorsement Policy*

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

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

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

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

Please note that any MACC Faculty Member retains the right to refuse to endorse a MACC student or graduate of the MACC Degree Program. Furthermore, the Program Director has an ethical mandate to refuse to endorse any student who meets the *ACA Code of Ethics* (2014) definition for student impairment (Section F.5.b.), regardless of qualifications (Section F.6.d.), for graduation clearance.

## *Policy for Student Retention, Remediation, and Dismissal*

### MACC Retention, Remediation, and Dismissal Policies and Procedures

### RETENTION POLICIES AND PROCEDURES

***Maintaining Academic Standards.*** Students whose cumulative GPA falls below 3.0 will be placed on Academic Warning status and required to meet with their Advisor to establish an academic Remediation Plan (RP). Academic Warning status remains in effect for one trimester. If a student has not met the minimum GPA requirement of 3.0 by the end of that trimester the student will be placed on Academic Probation. Students whose cumulative GPA falls below 2.0 are 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, which requires going through the MACC interview process; students may be placed on a waitlist of a seat in the degree program is not available. Students who entered Winebrenner Seminary under a different Graduate Catalog will be subject to the current Catalog in force when they return. (Note: If a student interrupts their study at Winebrenner by more than one year (three successive trimesters) they will be subject to the same readmission policy. (From the current Winebrenner Graduate Catalog.)

***Resolving Grade Disputes.*** When a student wishes to dispute a grade assigned in a course, it may be disputed. The student should contact the CAO. This appeal process must be started within three weeks of the grade in dispute being posted. The student's Program Director (or, in the event the Program Director is involved in the dispute, a suitable faculty substitute as chosen by the CAO), as well as the CAO, and/or the Executive Director, and/or the President of the Seminary shall serve as a Committee of Arbitration, whose decision shall be final. The process will be completed within 90 days from the end of the trimester. (From the current Winebrenner Graduate Catalog.)

***Assimilating Professional Dispositions.*** Because counseling is a profession, the faculty believes it is important to acculturate students to high standards of professional behavior. As a part of this effort, the faculty review students each trimester to evaluate their academic performance, professional development, and personal development. Additionally, the MACC faculty believe success as a counselor depends upon factors in addition to those measured by typical evaluations in coursework. Students are evaluated along the following **Professional Dispositions**:

- Commitment – including counselor identity, investment, adherence to ACA Ethical Standards, advocacy, collaboration, and interpersonal competence;
- Openness to ideas – including learning, identifying needed changes, giving and receiving feedback to and from others, and engaging in self-development;
- Respect for self and others – including honoring diversity, self-care, and wellness;
- Integrity – including personal responsibility, maturity, honesty, courage, and congruence;
- Self-awareness – including humility and self-reflection.

If the faculty believes a student is experiencing difficulty on any of these dispositions, a meeting will be scheduled with the student and Program Director to discuss ways of responding to the concern(s) or to consider the appropriateness of the counseling profession for the student (*see Remediation Policies and Procedures*).

## REMEDIATION POLICIES AND PROCEDURES

This glossary is provided to facilitate understanding and establish a shared framework for the terms used:

Program Director: The instructor responsible for the coordination of the MACC Counselor Education Program, responding to inquiries regarding the overall Counselor Education Program, and providing or delegating year-round leadership to the operation of the program.

Practicum and Internship Coordinator: The instructor responsible for the coordination of practicum and internship experiences in designated CACREP specialized practice areas, and for responding to inquiries regarding practicums and internships.

Site Supervisor: The professional Counselor providing supervision on site who signs off on official documents related to Practicum and Internship.

Student: The Practicum and Internship student (sometimes known as the Counselor supervisee or trainee).

Advisor: The faculty member assigned to a Counseling student to provide helpful guidance for the student's experiences in the MACC program of study.

Group Supervision: A tutorial and mentoring relationship between a member of the Counseling profession and more than two counseling students. At Winebrenner this is the role of the Practicum and Internship Coordinator.

Individual Supervision: A tutorial and mentoring relationship between a member of the Counseling profession and one counseling student. This is the role of the Site Supervisor.

Live Supervision: Direct observation of the Counseling session with *in-vivo* communication from the supervisor influencing the work of the supervisee during the session. This is the role of the Site Supervisor.

Gatekeeper / Gatekeeping: A requirement of CACREP accreditors to safeguard the public and the Counseling profession.

The MACC program requires the following standards for students to maintain good academic standing in the program.

1. ***Maintaining Good Academic Standing.*** A minimum of a 3.0 GPA in all academic work completed; if a student is unable to maintain this standard, ***remediation includes:***
    - A referral to the Chief Academic Officer, when a faculty member specifies a concern on a student's midterm evaluation; the CAO will create a Remediation Plan to support the student throughout the remainder of the trimester; and
    - A meeting with an Advisor when a student earns a grade of "C+" (or lower) or a grade of "I" in any course in order to evaluate the impact of that performance on the overall

course of study and to identify an appropriate response, which may include a faculty-approved Remediation Plan to develop and demonstrate mastery of essential competencies.

2. ***Evaluating Key Performance Indicators (KPI).*** Upon completion of each trimester, course instructors complete a *KPI Collection Form* for each student in their class. Evaluations of the KPIs are based upon a 1 to 4 rating score: 1= unsatisfactory, 2 = developing, 3 = proficient, 4 = advanced. If a student earns a "2 or below," the student may dispute the grade of the original KPI assignment and/or the KPI score ("2 or below"). The student will be given ten days following notification of the failing grade or KPI score to contact the Program Director and the CAO in writing. The CAO, Program Director, and course instructor will meet to review the student's submitted assignment and the KPI to determine whether the student's work met the criteria for at least a "3" for the KPI. If the student still earns a "2 or below," or if the student does not dispute the original grade, the student will receive ***remediation including:***
   - Retaking the course, if the student earned a B- or lower final grade in the course.
   - Meeting with the student, the course instructor, the student's advisor, the program director, and the Chief Academic Officer (CAO) to create a KPI Remediation Plan which will include: 1) an opportunity to meet with the course instructor for further clarification of the expectations to successfully meet the criteria for the KPI assignment; 2) redoing the KPI assignment and submitting it to the course instructor for scoring; and 3) a timeline (no more than 3 weeks) to complete the KPI assignment and submit it for scoring. If the student again earns a "2 or below" for the KPI, a meeting with the student, the Program Director, and the Chief Academic Officer will occur in order to discuss the area(s) of concern and the remediation efforts that had already been completed. A review of the student's data related to the specific KPI will be conducted. If the student's average KPI score is "3 or above" *and* the student's final grade in the course was a "B" or higher, then the student will <u>not</u> be required to retake the course. Furthermore, the student will be placed on **KPI Watch** for the specific KPI.
   - If a student is placed on **KPI Watch,** the Program Director and core faculty will monitor the student's performance for the specific KPI for subsequent courses in which the KPI is evaluated. If the student scores a "2 or below" for the KPI upon the next evaluation, then the remediation process as indicated above will again occur. If the student again scores a "2 or below" on the KPI after the second attempt in the course, then the student will be placed on **KPI Warning.**
   - If a student is placed on **KPI Warning,** the student will be required to retake any course in which they earn a "2 or below" for the KPI measured in the course. If a student continues to score a "2 or below" for a KPI while on **KPI Warning**, then the student may be subject to Academic Dismissal from the Seminary upon final approval of the Executive Director or Seminary President.

3. ***Evaluating Professional Dispositions.*** During the 12th week of the trimester, the course instructor for the specific evaluation point [i.e., Early (CC 5000), Midpoint 1 (CC 5300), or Midpoint 2 (CC 6100)] will complete a disposition form for each student enrolled in the course. The procedures for this evaluation are as follows:

- Evaluations of the acquisition and performance of each Professional Disposition are based upon a 1 to 4 rating score: 1= unsatisfactory, 2 = developing, 3 = proficient, 4 = advanced.
- The course instructor will calculate an average score for each disposition.
- Each student will be provided with a Self-Evaluation of MACC Professional Dispositions. The student must complete the Self-Evaluation prior to the end of the trimester.
- The core faculty will meet to review the students' evaluations at the next monthly department meeting. If a student earns an average rating "1 or below" for any disposition, they will receive ***remediation including:***
    - Meeting with the student, an advisor, and the Program Director to create a plan of professional development, including an implementation timeline. At the end of the timeline for the professional development, the student will be re-evaluated in the identified dispositions. If the student again earns an average rating "1 or below" for the identified dispositions, a meeting with the student, the Program Director, and the Chief Academic Officer will occur to discuss the area(s) of concern and the remediation efforts that had already been completed. At this point, the student may determine whether to remain in the MACC program or participate in another professional development plan. If the student decides to complete another professional development plan, at the end of the timeline for the second plan, the student will be re-evaluated in the identified dispositions. If the student earns an average rating "1 or below" for the identified dispositions, the student will be recommended for dismissal according to the Dismissal Policy set forth by the program (*see Dismissal Policies and Procedures*).
- Students will be given ten days following the meeting to submit a written response to the evaluation. The evaluation and student written response will be placed in the student's program file at the end of the ten-day response period.
- If a student wishes to challenge the evaluation of their professional dispositions, they must provide the Program Director and the CAO with a written request for due process within 10-days of the student advisor meeting. Upon receipt of the written request, the guidelines for due process as outlined in the **MACC Retention, Remediation, and Dismissal Policies and Procedures** will be implemented.

4. ***Gatekeeping.*** Graduate programs that prepare professional counselors have an obligation as "gatekeepers" to protect the public and the profession. This obligation requires the MACC Program to (a) establish criteria and methods to assess not only counseling students' knowledge and skills, but also their emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice; and (b) ensure—insofar as possible—that the students who complete their programs are competent to maintain healthy, future relationships (e.g., counselor-client, professional, public, scholarly, supervisory, teaching) in an ethical and effective manner. Because of this commitment, the MACC Program endeavors **not** to advance, recommend, or grant a degree to students with evident problems (e.g., cognitive, emotional, interpersonal, technical, and/or ethical) that may

interfere with their professional competence to practice in the counseling profession with employers and/or the public at large.

This gatekeeping commitment obligates the MACC program faculty to continually assess the progress of each MACC student in a variety of academic and applied settings. The primary purpose of this ongoing assessment is to facilitate professional growth. Regular contacts and close working relationships between graduate students and program faculty are imperative to implement these guidelines in a manner that maximizes student growth and development.

The MACC program also recognizes that stressors are inherent in the transition to graduate school and in balancing personal and academic life during the training program. During graduate school, higher academic expectations are frequently encountered. Additionally, when clinical work begins there is intrinsic stress in being a member of a helping profession. Furthermore, supervision is more frequent and intensive during the graduate program, which may increase the student's sense of personal and professional vulnerability. Because graduate students make significant transitions during their graduate studies and may need special assistance during this time, the MACC program is responsible to provide recommendations and opportunities that may facilitate growth and minimize stress. ***Remediation measures*** may include, but are not limited to:

- orientation meetings,
- advising,
- explicit and realistic expectations,
- well-defined and timely evaluations that may result in suggestions for positive change,
- referral to counseling, and/or
- contact with supportive individuals (e.g., advisors, supervisors).

5. ***Recognizing Impairment***. For purposes of this document, *impairment* is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways: An inability and/or unwillingness...
   - to acquire and integrate professional standards into one's professional behavior;
   - to acquire professional skills to reach an acceptable level of competency; and/or
   - to control personal stress, including cognitive, behavioral, and/or emotional reactions which interfere with professional functioning.

Professional judgment is required to determine when a graduate student's behavior becomes severe enough to be considered impaired rather than just problematic. For purposes of this document, a *problem* refers to a student's behavior which may cause concern and require redemption but is not perceived to be unexpected nor excessive for professionals in training. On the other hand, problems become identified as *impairments* when they include one or more of the following characteristics:

- the student does not acknowledge, understand, nor address a problem when it is identified;

- the problem is not merely a reflection of a skill deficit which can be corrected by academic or didactic training;
- the quality of services delivered by the student is sufficiently and negatively affected;
- a disproportionate amount of attention by faculty and supervisors is required; and/or
- the student's behavior does not change as a function of feedback, remediation efforts, and/or time.

When student *impairment* has been identified, meaningful plans to address the impairment will be implemented. Several possible, and perhaps concurrent, courses of action designed to remedy impairments include, but are not limited to the following ***remediation measures***:

- increasing supervision, either with the same or other supervisors,
- increasing fieldwork experience,
- changing the format and/or emphasis of supervision,
- recommending and/or requiring personal counseling with a clarified manner in which counseling contacts will be used in the graduate student's progress,
- reducing the graduate trainee's clinical or other workload,
- requiring specific academic coursework, and/or
- recommending, when appropriate, a leave of absence and/or repeating a particular experience (e.g., practicum).

When a combination of the above interventions does not, after a reasonable time period, rectify the *impairment*, or when the student seems unable or unwilling to alter their behavior, the training program may take more formal action including recommending dismissal from the program.

6. ***Providing Due Process***. Due process (a) ensures that decisions made by program faculty about graduate students are not arbitrary nor personally biased, (b) requires the program to identify specific evaluative procedures which are applied to all MACC students, and (c) establishes appropriate appeal procedures available to the student, so they may challenge the program's action. General due process guidelines include:
   - presenting graduate students, in writing, with the program's expectations related to KPI performance and professional functioning;
   - stipulating the procedures for evaluation, including when and how evaluations will be conducted (such evaluations should occur at meaningful intervals);
   - instituting a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies (see *Evaluation Procedures and Timelines Regarding Due Process*);
   - providing written procedures to the graduate student which describes how they may appeal the program's action;

- ensuring that the graduate student has sufficient time to respond to any action taken by the program;
- considering possible input from multiple professional sources when making decisions or recommendations regarding the graduate student's performance;
- including the seminary administration (Chief Academic Officer and Executive Director) in the process; and
- documenting, in writing to all relevant parties, the action taken by the program and its rationale.

7. ***Implementing Due Process—Evaluation Procedures and Timelines.*** The summative and formative evaluations (i.e., KPIs), grades in courses, and the "Professional Dispositions" of all MACC students are evaluated each trimester by the program faculty. If a significant concern about a student's performance or functioning is identified, the following ***remediation procedures*** will be implemented:
   - The student will be formally notified of the specific problem areas noted by the faculty.
   - Unless the severity of the problem(s) necessitates a forced withdrawal as approved by the Executive Director or Seminary President, a plan to remedy the problem(s) will be developed by the MACC faculty with input from the CAO. This Remediation Plan will (a) define the student's problem(s), (b) identify the expected behavior or attitude goals, (c) specify possible remediation methods to reach those goals, and (d) designate a date for goal attainment and/or re-evaluation.

   During this remediation period, the Program Director may recommend to the Chief Academic Officer that the student be placed on Academic and/or Dispositional Probation. The Remediation Plan will be designed through collaboration with the student's success as a goal. If the student chooses not to accept a Remediation Plan, they may need to leave the program.

   At the time of re-evaluation, the MACC faculty, in consultation with the Chief Academic Officer, will consider four options:
   1. A decision that the specified concerns no longer present a significant problem, and the student is removed from probationary status and permitted to continue in the program.
   2. A decision to continue probation and remediation, update the remedial plan, and set a date for a subsequent re-evaluation.
   3. A recommendation to the student that they leave the program.
   4. A recommendation of formal dismissal from the program to the Chief Academic Officer and Executive Director.

8. ***Appraisal of Practicum and Internship Performance.*** Practicum and internship are developmental training experiences in which students are evaluated not only on academic knowledge, but also on professional identity, ethical conduct, clinical competence, and personal functioning as it impacts client care. Because non-academic concerns (e.g., professionalism, boundary management, ethical judgment, interpersonal functioning,

timeliness, or emotional stability) may arise during fieldwork, the program has established structured procedures for ongoing evaluation, feedback, and, when necessary, remediation.

Students enrolled in practicum and internship receive regular formative and summative feedback from Site Supervisors and the Practicum and Internship Coordinator. Evaluation is continuous and collaborative, with the goal of supporting student development and protecting client welfare.

The following procedures guide continued evaluation and feedback during practicum and internship:

**Ongoing Documentation and Supervision**

- **Weekly Fieldwork Logs:**
  Students are required to maintain written logs documenting direct and indirect service hours. Logs must be signed by the site supervisor and submitted weekly to the Practicum and Internship Coordinator.
- **Site Contact and Consultation:**
  The Practicum and Internship Coordinator will conduct at least one scheduled consultation per trimester. These contacts include consultation with the Site Supervisor and, when appropriate, with the student. Additional consultation may occur as needed.

**Formal Evaluations**

- **Midterm and Final Evaluations:**
  A written midterm and final evaluation must be completed by the Site Supervisor and submitted to the Practicum and Internship Coordinator during both practicum and internship experiences. These evaluations assess clinical skill development, professionalism, ethical conduct, and readiness for continued field placement.
- **Practicum Endorsement:**
  At the conclusion of practicum, the Practicum and Internship Coordinator will make a recommendation regarding the student's readiness to advance to Internship I.
- **Internship II Endorsement:**
  At the conclusion of Internship II, the Practicum and Internship Coordinator ensures all hours have been met and that the student meets qualifications for graduation from the MACC program.

**Conditional Endorsement or Denial of Advancement**

Advancement in the program requires demonstration of academic proficiency, clinical competence, ethical integrity, and professional readiness for independent practice. If concerns arise that may result in conditional endorsement or denial of advancement, the following procedures apply:

- Students will generally be informed of significant concerns at least one month prior to the submission of the final evaluation, allowing opportunity for corrective action.

- Exceptions to this timeline may occur in cases of serious ethical violations or professional misconduct that arise late in the practicum or internship trimester.
- When concerns are identified, a remediation plan may be developed outlining specific expectations, corrective actions, timelines, and evaluation criteria.

If the Practicum and Internship Coordinator and MACC faculty concur with the recommendation to deny advancement to internship or endorsement for successful completion of student's fieldwork through WTS and the student disagrees with this determination, the student may initiate formal appeal procedures as outlined in the Due Process section of this manual and in accordance with WTS institutional policies.

## DISMISSAL POLICIES AND PROCEDURES

If at any time during the course of the graduate program, concerns about performance and functioning are judged to be severe enough to warrant dismissal from the program, the MACC Program Director, in consultation with the Chief Academic Officer, will provide the student with written notification of this decision. The student will be given 14 days to prepare a response to the notification of dismissal and have the opportunity to request a formal review of the recommendation for dismissal from the CAO. The following procedure will be implemented during this review:

- Upon notification of a request for formal review, the CAO will charge a Review Panel, comprised of one MACC faculty member, the MACC Program Director, and two faculty members from outside the MACC program. The CAO will serve as the Convener of the Review Panel.
- The Review Panel will review evidence provided by the program and the student related to the program's recommendation for dismissal and forward a written recommendation of official finding to all members of the Review Panel, and the student within five days of their deliberations. As part of their review, the Review Panel may request clarification or further information from either the student or the Program Director. The student may request to meet with the Review Panel as part of this process.
- The student may submit a written response to the Review Panel's recommendation to the CAO within 5 days of receipt of their determination.
- The CAO will consider the Review Panel's recommendation and any response by the student and/or Program Director and make a determination of official finding within 10 days of their determination. This official finding may uphold or reverse the program's recommendation for dismissal. The CAO will notify the student, all members of the Review Panel, and the Executive Director (EXD) of the official finding.
- The student may appeal the decision for dismissal from the Winebrenner EXD within 10 working days of receipt of notification of the decision. The EXD will review the documentation provided and make a determination within 10 days of receiving the appeal. The EXD will notify the CAO who will in turn notify the student and Program Director of the official finding. This represents the final step in the appeal process.

## STUDENT GRIEVANCES AND ACADEMIC COMPLAINTS

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

1. The resolution of any conflict should begin with consulting directly with the faculty member or person with responsibility for the disputed issue.
2. The Program Director may be asked to participate in the resolution.
3. If desired by any party, another faculty member may be asked to participate as a neutral observer.
4. If the problem remains unresolved, the Chief Academic Officer should be contacted to process the issue.

Master of Arts in Clinical Counseling students must also read and follow the current Winebrenner Graduate Catalog. All institutional policies and procedures contained therein apply to students in the Master of Arts in Clinical Counseling Program and may supersede those found at the programmatic level. This includes, but is not limited to, detailed admissions policies, technology standards, academic standards including grade scale, academic probation and dismissal, due process, academic appeal, repetition of courses, registration, drop/add and withdrawal, academic integrity, late work, class absences, extensions, financial information including tuition, fees, repayment, financial aid policies, student services, etc.

### *Disability Support*

It is the responsibility of students with disabilities to inform the Chief Academic Officer if accommodations are being sought. Winebrenner Theological Seminary will endeavor to make reasonable accommodations intended to provide access to educational opportunity. Winebrenner Theological Seminary has no obligation to make fundamental alterations of a program and/or curricula that would compromise course rigor, academic integrity, or expected outcomes.

- A Winebrenner student with a disability who is in need of accommodation is obligated to provide notice of the nature of the disability to the institution and to assist in identifying appropriate and effective accommodation.
- The notice should be provided to the CAO at least one week prior to beginning of each trimester. The CAO may be reached at mjohnson@winebrenner.edu or 419-434-4220.
- In addition, the student is required to provide supporting diagnostic documentation and/or professional prescription(s) for specific accommodations.
- Upon receipt of the aforementioned information, the CAO, the student's advisor, and other professionals appointed by the CAO will determine the eligibility of the student for necessary accommodation(s) and the possible accommodations that can be made available.

If accommodations are recommended the following guidelines assist in the creation of a written Individualized Student Accommodation Plan (ISAP) that is created with the help of the student, presented by the student to their instructor(s), and placed on the student's Populi profile.

- Winebrenner has no provision or obligation for providing tutors in content areas. However, a student may ask the instructor 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 an instructor allow recording of lectures so they may be reviewed several times. This is considered a better method for reviewing lecture material than requesting notes from a fellow student.
- Additional time on examinations may be coordinated with the instructor upon approval of the CAO.
- An extension at the end of the course may be granted, but students are cautioned that additional extensions beyond the initial extension are rarely granted. Course extensions do not guarantee extensions on all assigned work since much of the coursework builds on previous assignments.
- No reduced assignments are permitted. Extended time on specific assignments is at the discretion of the instructor but cannot exceed 14 days.
- No grading changes are permitted, and no test format changes will be permitted other than those which provide equality of access. No extra attempts at tests will be permitted.
- A student with a disability who requires assistance in the classroom may arrange for their own support person. The student should contact the CAO at least three weeks prior to beginning of each trimester to arrange for their support person to receive auditor status. If accommodation includes the need for an ASL interpreter, designated note-taker, language interpreter, personal needs assistant, etc., the Seminary will provide the opportunity for the student to arrange for such assistance. When a support person is approved to audit a course, necessitated by the student's disability, the Seminary will waive all associated fees. All waivers are approved by the CAO. Winebrenner does not provide interpreters or other types of class support persons. Certified and trained Service Animals are welcome, even with our digital delivery modality. Not all Emotional Support Animals can be accommodated easily, even with digital delivery, due to the potential for class disruption. Late Work, Class Absences, and Extension policies remain in effect.
- Students are primarily responsible for the implementation of their Academic Accommodation Plan in each of their courses. Once the ISAP has been established with the student and the CAO, it is the student's responsibility to keep a current copy of the ISAP, meet with their instructor(s) at least one week prior to the initial class session, provide them with a copy of their ISAP for the trimester, and discuss the implementation of the accommodations.
- Students receiving accommodations should communicate any issue(s) to the CAO or to their advisor as soon as the issue(s) arise. Students are responsible for contacting the CAO each trimester (or each academic year) to continue services and/or to request any adjustments to their ISAP.
- If an instructor finds that meeting a specific accommodation proves especially difficult, the instructor may appeal to the CAO for assistance, clarification of the accommodation plan, or suggested changes to the IASP in place. The CAO, the student's advisor, the instructor, and other professionals appointed by the CAO will convene to discuss the

problematic accommodation. When prudent, the student with the IASP will be included in the discussion on the necessity of the accommodation(s) and/or the possible modification of the ISAP.

- Students without a current ISAP should not ask the CAO for an ISAP for the purpose of taking placement or licensing exams. Professional licensing boards and testing centers do not automatically adopt graduate school ISAPs. To secure accommodations for a specialized exam, students without an existing ISAP will need to formally apply for testing modifications directly with the licensing board or testing center under the ADA Requirements for Testing Accommodations. Since professional licensing boards and testing centers do not automatically adopt graduate school ISAPs, and if a student has not already had an ISAP in place, the individual student will need to build a targeted case for the specific test. Students are cautioned to submit everything as early as possible. Approval of accommodations can take several weeks and generally must be approved before scheduling the exam date.

## *Informed Consent Statement—MACC*

All Winebrenner faculty members are dedicated to the educational, personal, spiritual, and professional growth and development of Winebrenner students. The MACC faculty are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both roles, it is the MACC faculty's responsibility to evaluate student competencies within the realm of professional counseling and pastoral ministry and to address any concerns regarding students' professional competence. Thus, please be aware of the following information regarding Winebrenner MACC courses:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective and ethical professional mental health counselor.
- Many MACC courses will emphasize self-awareness and self-exploration, as well as giving feedback to peers. Although uncomfortable at times, students are encouraged to be open to self-exploration, in recognition that counselors frequently ask clients to do the same. Additionally, professionalism, grace, self-control, and self-awareness are necessary when *giving* and *receiving* feedback from peers and instructors.
- At times, MACC classes may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's personal history. Self-disclosure (i.e., the content and depth of personal information shared with others) of personal history is *not* required to successfully pass any course; however, students may be expected to share their reactions to experiential activities. Thus, it is each student's responsibility to determine *an appropriate level of self-disclosure balanced with reactions* in experiential learning activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to themselves,

future clients, and/or others (including animals), the faculty member may take appropriate action in accordance with the state laws and the ACA Code of Ethics (current edition).

- Students often experience personal growth as they progress through the program. However, the courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor knowledge and skills.
- Although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the privacy and confidentiality of any such disclosures that are made. Additionally, please be advised that disregarding the privacy and confidentiality rights of classmates will not be tolerated and will be addressed according to the circumstances of the event.

*It should be understood that in the event this manual and the Graduate Catalog differ in policy or detail, the latter document retains final authority as the official Catalog of the Seminary.*

*End of MACC Handbook.*

# A Program Manual for the Doctor of Ministry Program:

Dr. Kathryn L. Helleman

Doctor of Ministry Program Director

Revised 07/11/2027

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*This program manual provides details of the Doctor of Ministry Program at Winebrenner Theological Seminary. It should be understood that in the event this manual and the Graduate Catalog differ in policy or detail, the latter document retains final authority as the official Catalog of the Seminary.*

## Program Director's Letter of Welcome

Welcome to the Winebrenner Theological Seminary Doctor of Ministry Program! Fredrick Buechner once described calling as "The place . . . where your deep gladness and the world's deep hunger meet."[1] As you begin your program, I pray that you are entering into a place where your interests and passions and the world's need meet to produce a research project of service to the church and the world.

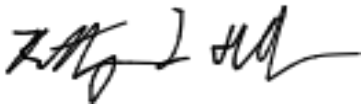
The Doctor of Ministry program is an opportunity to expand your professional skills, engage in personal formation, grow as a disciple of Jesus Christ, explore new ideas and new contexts, or refine that which already exists.

This manual serves as a general guide to the DMin program as we journey together. Details of seminary policies, course descriptions, and other materials held across the institution are found in the graduate catalog. You should read the whole of that catalog since it is the ultimate authority for our time together.

In addition, this document serves as a program-specific appendix that seeks to provide an overview and some more specific detail which will be helpful to your progress through the program.

I look forward to your journey through the Doctor of Ministry program and to the engagement we will share within this community of learners.

Grace and Peace,



**Kathryn Helleman, MDiv, DMin**
***Associate Professor of Christian Thought***
***Doctor of Ministry Director***
*Director of Organizational Assessment and Accreditation*
*HLC and ATS ALO, CACREP Liaison*
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[1] Frederick Buechner, *Wishful Thinking: A Theological ABC* (London, UK: Collins, 1973), 95.

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# DOCTOR OF MINISTRY (DMin)
# Program Director: Dr. Kathryn Helleman

## Catalog Section

### Purpose

The Doctor of Ministry is an advanced, professionally oriented degree that prepares people more deeply for religious leadership in congregations, parachurch, non-profit, denominational, and other settings, including appropriate teaching roles. In our increasingly pluralistic culture, the focus of the program is on integrating critical thinking and theological reflection, enhancing leadership skills, and personal development through healthy discipleship practices as an individual and leader. Graduates will develop contextualized applications of their research in service of the church and the world.

### Program Outcomes

The Program Outcomes are introduced at the beginning of the program, assessed at key points during study, and examined more deeply during the Project Writing and defense.

1. Advanced theological integration that helps graduates effectively engage their cultural context with theological acumen and critical thinking.
2. In-depth contextual competency that gives graduates the ability to identify, frame, and respond to crucial ministry issues both within contextual settings and in response to culture.
3. Leadership capacity that equips graduates to enhance their effectiveness as ministry leaders in their chosen settings.
4. Personal and spiritual maturity, and healthy practices of discipleship that enable graduates to reinvigorate and deepen their vocational calling.
5. Communication skills in verbal and written formats culminating in a written project and presentation demonstrating contribution to the Church.

### Description and Duration

Winebrenner Theological Seminary's Doctor of Ministry is a 31-credit program intended to be completed in 3 years with optional writing continuation in years 4-6. The program is primarily online with 3-4 day intensives in the two summer trimestera preceding the writing phase. The doctoral project is written in the second half of the program upon successful completion of research and writing methods requirements.

### Program Elements

1. Methodology courses provide practical and theoretical frameworks for the doctoral writing project.

2. Peer Learning and Practice courses provide exposure to diverse contexts and increased contextual competency.
3. Content courses aid in critical thinking, theological integration, leadership skills, and personal development as a disciple.
4. Project Research and Writing courses manage the writing phase of the program. The DMin Project requires each student to identify a research question, design, conduct, and report on their research, complete a written project of 100-130 pages in length plus unlimited front and back matter, and make a capstone presentation based on the research conducted.
5. Regular cohort video-conference meetings are hosted by the Program Director.

## Qualifications of Applicants

- Applicants for the Doctor of Ministry degree program must meet the following prerequisites:
    - Applicants must possess an ATS-accredited Master of Divinity (MDiv) degree. Students without an accredited MDiv degree need to possess an accredited Master's degree with a minimum of 51 earned credits in an area related to one's ministry setting or vocational calling. The following content areas must be reflected in the Master's degree completed (Biblical Studies and Interpretation, Theological and Historical Studies, Spiritual Formation, and Ministerial Studies).
    - Applicants with an earned, accredited MA degree who lack the required content areas must complete coursework to demonstrate competence in Biblical Studies and Interpretation, Theological and Historical Studies, Spiritual Formation, and Ministerial Studies. The coursework required will be identified on a case-by-case basis. Total graduate credits held between the earned MA degree/degrees and the 'leveling' coursework must total 51 earned credits for admission, with all courses at a B or better grade level.
    - All course work must be demonstrated by official transcript. All candidates admitted by MA Evaluation will be required to attend an interview with members of the Winebrenner faculty.
    - Applicants must give evidence of ability to do doctoral-level work as indicated by a minimum cumulative grade point average of 3.0 (on a 4.0 scale) at the graduate level.
    - Applicants must have three years of ministry experience. Applicants with less than three years of ministry experience may provide proof of alternative life experience for three or more years in other types of professional, business, and/or military service.
    - Applicants must be involved in a current ministry context and remain in ministry throughout the duration of their doctoral program. It should be noted that ministry settings beyond parish ministry, such as but not limited to chaplaincy, parachurch settings, educational settings, and denomination settings, are considered appropriate ministry contexts.

- The Admissions Committee may, at times, admit an applicant on probation with a cumulative GPA below 3.0. The reason for granting admission on probation is evidence presented by the applicant that their cumulative GPA does not necessarily reflect their 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, they will be dismissed from the program.

- Applicants are required to provide a recent research paper from a course at the Master's level. If none is available, an essay may be written.

- Applicants are required to provide 2 letters of reference (one professional, one academic).

## Transfer of Credit

Students qualified for admission into the WTS DMin program may be permitted to transfer DMin coursework from another ATS-accredited institution which may not exceed two-thirds of the program's total credits. Transfer from other terminal degrees is at the discretion of the Chief Academic Officer. The DMin degree program requires a B- or better (80%) to receive credit for a course by transfer.

## Advanced Standing

In limited circumstances, students may be eligible for advanced standing not to exceed one-third of the program credits.

## Independent Research

A DMin student may request an Independent Research course from the Program Director by providing a written description of the desired area of research or study and the potential impact of the student's overall program of study. In consultation with the Chief Academic Officer, the Program Director will determine the appropriate number of credits for the work described. In consultation with the Chief Academic Officer, the Program Director will identify an instructor of record and ensure that learning outcomes developed are appropriate to the rigor of the degree. Finally, the student will be registered in the corresponding course (DM 8901–1 credit, DM 8902–2 credits, or DM 8903–3 credits). Students in the DMin program may not exceed six (6) credits of Independent Research or two total Independent Research courses regardless of credit value.

Note that approval for Independent Research is not guaranteed. A student considering Independent Research must contact the Program Director during the registration period prior to the beginning of a trimester to allow time for consideration of the request and management of the above details.

## Requirements for Graduation

The Seminary will confer the Doctor of Ministry degree on students who complete the 31-credit hours required in the program with a minimum cumulative 3.0 grade-point average, submit a final copy of their project, complete a successful public defense of their project, have met the requirements for graduation, have been recommended by the faculty, are affirmed by the Winebrenner Board of Trustees, and have made all final tuition and graduation fee payments no later than July 20 prior to Commencement. Students who interrupt their study at Winebrenner by more than one year (three successive trimesters) must reapply for admission and will become subject to the requirements of the (then) current Graduate Catalog.

## Recognized Course Sequence: 31-credit hour Doctor of Ministry Hybrid Model

With Continuation Options

### 3-Year Map (Content Courses may vary)

| AY | Fall *Sep–Nov (Dec)* | Spring *Jan–Mar (Apr)* | Summer *May–Jul (Aug)* |
|---|---|---|---|
| Year One | IS 8425 Understanding the Missional Context (3 credits) | IS 8435 Designing the Missional Context (3 credits) | IS 8040 Healthy Spiritual Communities (3 credits) |
| | IS 9005 Writing Methodology (2 credits) | IS 9000 Research Methodology (2 credits) | IS 8800 Peer Learning and Practice (1 credit) |
| | | | TH 9020 Theological Reflection (2 credits) |
| Year Two | IS 8065 Integrated Models of Biblical Leadership for the Missional Context (3 credits) | CM 8710 Conflict Management and Resolution (3 credits) | IS 8440 Contemporary Theological Issues in a Pluralistic Culture (3 credits) |
| | *Student writes and presents Prospectus.* | *Student submits IRB application.* | IS 8810 Peer Learning and Practice (1 credit) |
| | | | IS 9000.1 Research and Writing (1 credit) |
| Year Three | IS 9000.2 Research and Writing (1 credit) | IS 9000.3 Research and Writing (1 credit) | IS 9100 Presentation and Final Project (2 credits) |
| Year Four optional | Optional 4th Year. | | |

### 4-Year Map (Content Courses may vary)

| AY | Fall *Sep–Nov (Dec)* | Spring *Jan–Mar (Apr)* | Summer *May–Jul (Aug)* |
|---|---|---|---|
| Year One | IS 8425 Understanding the Missional Context (3 credits) | IS 8435 Designing the Missional Context (3 credits) | IS 8040 Healthy Spiritual Communities (3 credits) |
| | | | IS 8800 Peer Learning and Practice (1 credit) |
| Year Two | IS 8065 Integrated Models of Biblical Leadership for the Missional Context (3 credits) | CM 8710 Conflict Management and Resolution (3 credits) | IS 8440 Contemporary Theological Issues in a Pluralistic Culture (3 credits) |
| | | | IS 8810 Peer Learning and Practice (1 credit) |
| Year Three | IS 9005 Writing Methodology (2 credits)<br>*(Student submits Prospectus)* | IS 9000 Research Methodology (2 credits)<br>*(Student submits IRB application)* | TH 9020 Theological Reflection (2 credits)<br>IS 9000.1 Research and Writing (1 credit) |
| Year Four | IS 9000.2 Research and Writing (1 credit) | IS 9000.3 Research and Writing (1 credit) | IS 9100 Presentation and Final Project (2 credits) **or** IS 9010.1 Writing Continuation (0 credit) |
| Year Five optional | IS 9010.2-6 Writing Continuation (if required) (0 credit) | | IS 9100 Presentation and Final Project (2 credits) |

(See Graduate Catalog for Doctor of Ministry level course descriptions.)

## The Doctor of Ministry Program in Detail

### Contextualized Learning Phase

The Doctor of Ministry program begins with a contextualized learning phase. The student develops the essential skills, advanced theological integration, contextual competency, leadership capacity, and personal and spiritual maturity to effectively engage the writing of a Doctor of Ministry project in service to the church and the world. Courses engaged in this phase of the program include:

*Writing Methodology*
*Research Methodology*
*Theological Reflection*
*Content Courses*
*Peer Learning and Practice*
*Community of Learners*

In *Writing Methodology*, the student begins their formal literature review, identifies an initial writing design for their project, and crafts a draft proposal. In *Research Methodology*, the student begins to develop their research design, identify a research question for further development, and consider various research methods. *Theological Reflection* develops the skill of thinking critically and theologically, which is a vital component of a successful Doctor of Ministry degree.

In the fourth trimester of study, the DMin student enters a Prospectus Review where faculty members, the CAO, and the Program Director evaluate the student's readiness to begin the writing process. Following a successful prospectus review, the student crafts a final proposal which the Program Director provides to prospective project team members. Members of the project team are described below in the Writing Phase of the program.

In the fifth trimester of study, the DMin student drafts and submits a research proposal to the Institutional Review Board. This task is directed by the Program Director and/or the Project Chair if one has been identified.

Throughout the Contextualized Learning Phase, students engage *Content Courses*, which seek to integrate theology, spiritual formation, practical skills, leadership skills, theological reflection, and critical thinking with the student's current context. *Peer Learning and Practice* seeks to expose the student to diverse settings and content, expanding the student's experience beyond their current context.

The *Community of Learners* provides a regular check-in for all students in the Doctor of Ministry program. This virtual gathering creates opportunities for fellowship, prayer, networking, presentations on related topics, and dissemination of program information. Students in both the Contextualized Learning Phase and Writing Phase are encouraged to attend these informal co-curricular opportunities.

## Writing Phase

### *The Prospectus*

During the methodology course sequence, the student will develop a prospectus. This document will be finalized in consultation with the Program Director when the student has completed the content courses or is approaching the beginning of the writing phase.

The Prospectus document includes an Introduction (Background, Problem Statement, Research Question), Literature Review, and Research Methods (Data Collection, Data Analysis). When the Prospectus is completed and approved by the Program Director, a Prospectus Review meeting will be scheduled.

The Prospectus Review Meeting includes the Program Director, Chief Academic Officer, and Project Chair (if identified or if not, an additional member of the faculty). This review verifies that the project is ready to move to the writing phase and the student is adequately prepared for this phase of the program.

*The Institutional Review Board (IRB)*

All Doctor of Ministry projects require submission of an IRB Screening Form and may require a more detailed research plan to ensure that the research design meets the federal standards for human subject research.

An IRB is a review committee established by the seminary to ensure that the rights and welfare of human research subjects are protected. An IRB must notify researchers, in writing, about the outcome of its reviews, including modifications required to secure IRB approval of the research activity. If the IRB decides to disapprove of the research activity, the written notification must provide the reasons for its decision and allow the researcher to respond in person or in writing.

All research should abide by the three basic ethical principles outlined in the *Belmont Report:* respect for persons, beneficence, and justice. The principle of respect for persons would entail securing informed consent from research subjects. The following questions guide the IRB review:

- Have the risks to subjects been minimized using procedures consistent with sound research design?
- Are the risks reasonable in relation to anticipated benefits?
- Is the selection of subjects equitable?
- Are adequate procedures in place to ensure privacy and confidentiality?
- Is there a plan to monitor the data and safety of the subjects, if necessary?
- Will informed consent be sought and appropriately documented? Do proposed alterations or waivers of informed consent meet the criteria for approval?
- Are safeguards in place to protect vulnerable populations?

The Program Director will ensure that Doctor of Ministry students are aware of the IRB requirements and have access to the required Human Research Subject training and the

documents required by the IRB process. This certificate is a required appendix in all DMin projects.

DMin students should be aware that an IRB review may be completed in a one to two-week period, while a more complex plan may require as much as thirty days. In addition, no human subject research may begin before the student receives IRB approval.

*Project Models and Topics*

In general, DMin projects should follow one of the following models for an applied research project. The Program Director must approve all other options before selecting the project team.

An area of research should be chosen to reflect the student's passion but with awareness of the need to have access to a research population and research setting to execute the practical application of the research design. The following reflect potential research areas but should not be considered an exhaustive list.

> *Congregational Life and Ministry* (e.g., pastoral care, pastoral counseling, spiritual renewal, youth work, church growth, evangelism, missions, preaching, teaching, worship, administration, leadership, stewardship)
>
> *Church and Society* (e.g., discipleship, education, spiritual formation, the effective use of technology in ministry, distance learning, public theology, social ethics, questions of race, gender, economics, apologetics, worldview)
>
> *Christian Thought* (e.g., a biography of a historical figure, a study of a denominationally critical period, a study of a contemporary belief or behavior, denominational theology, theology of a specific cultural group)
>
> *Biblical Studies* (e.g., exposition of the thought of a biblical author or text of scripture and its applicability to ministry, delineate a biblical theme across a biblical corpus, and describe its contribution to contemporary ministry)
>
> *Student-Initiated* (Projects that are not within the scope of the options above will be considered with permission from the Program Director)

*Project Formats*

Each student will complete a written project of 100-130 pages in length plus unlimited front and back matter. This written project will be subject to a juried review by the Project Chair, Program Director, and Second Reader to determine successful completion.

The institution does not provide technical editors. Students may choose to contract independently with a technical editor. A list of qualified editors will be provided upon request. Students must use the editing software Grammarly to ensure that all writing meets minimum spelling, grammar, and punctuation requirements. Students may use citation/bibliographic software such as Zotero to capture all bibliographic materials accurately.

The current edition of the Turabian style guide, *A Manual for Writers of Research Papers, Theses, and Dissertations: The Chicago Manual of Style for Student Researchers* serves as the writing style for the Doctor of Ministry program. Students are required to follow the manual for all elements of their doctoral project.

The DMin project will generally include the following sections, although the project type will dictate each section's length, order, and content. At the Project Chair's recommendation and with the Program Director's approval, students may follow an alternative writing outline. Students are reminded that the finished project is a coherent whole and not a series of separate documents:

Introduction
Literature Review (including Biblical and Theological Perspectives)
Research Design
Research Findings and Recommendations
Conclusion and Implications for further study or application

*The Doctor of Ministry Writing Process*

The Doctor of Ministry project will contain 100 to 130 pages plus unlimited front and back matter. Projects will follow the models and topics areas provided in the program handbook. Projects may be designed following the proposed outline or, with approval from the Project Chair, follow an alternate design suited to the subject matter. The project writing style follows the current edition of Turabian. Students are encouraged to use a writing tool such as Grammarly or may choose to retain a writing stylist at their own expense.

The student will have a project team composed of the Project Chair, an External Reader, and the Program Director. The Project Chair will be drawn from the institution's full-time faculty, administrators with faculty rank, and well-qualified adjuncts with terminal degrees. The Program Director will recommend Project Chairs in consultation with the CAO. External Readers hold terminal degrees and are content and methodology specialists whom the student may recommend for approval. The project team guides the student regarding the subject matter and the normative research methodology of their discipline.

Each trimester, the student registered for "Project Research and Writing" or "Writing Continuation" will execute a learning contract with the Project Chair and External Reader using a standardized format. Learning contracts are due on the 15th of the month preceding the trimester. The contract will detail the intended tasks to be completed in the trimester with identified measures of success. Measures of success might include the number of pages to be written, pages to be read, sections to be edited, research paths for exploration, detailed research plans or activities, etc. Deadlines for submission of drafts should be included in this contract.

Upon review of the trimester's Learning Contract and the work completed, the Project Chair will submit a Pass/Fail grade to the Program Director, who serves as the faculty of record for all Research and Writing and Writing Continuation courses.

Both the Pass and Fail grades in Project Research and Writing will be used to calculate GPA. Any student whose GPA falls below 3.0 will be subject to the Institutional policies on Academic Probation and Dismissal.

If a student fails a trimester of Project Research and Writing or Writing Continuation, the Program Director will convene a meeting of the Project Chair, External Reader, and the student to discuss the student's action plan and program progression. Two cumulative failures will result in the Project Chair, Program Director, and CAO reviewing the student's capacity to complete the program and may result in dismissal by the CAO. Extensions are available in each trimester following the institution's policy on extensions.

The student may complete their writing within six trimesters of Project Research and Writing but will be eligible to continue their writing for up to six additional trimesters of Writing Continuation provided that they make satisfactory progress through the preceding six trimesters. The total length of a student's program may not exceed six years.

When the student's project is completed, except for the front and back matter and final publication edits, the student will register for "Final Project and Presentation" in the following summer trimester. During this final course, the student will complete publication edits and present their research findings in a juried capstone. Successful completion of the "Final Project and Presentation" will qualify a student for graduation.

*The Project Research and Writing Cycle*

| **Item** | **Responsible** | **Timeline** |
|---|---|---|
| Learning Contract submitted to Project Chair and Program Director | Student | 15th of the month preceding the next course start |
| Learning Contract signed by Project Team | Project Chair/Program Director | Within ten days of receipt |
| Completion of tasks in the Learning Contract | Student | 90 days of trimester |
| Extension Request (If applicable) | Student | Before week 12 of the trimester (Extensions are offered in four-week increments to a maximum of eight weeks per Learning Contract) |
| Submission of Evidence of Completion to Project Chair and Program Director | Student | Final Day of Trimester |
| Evaluation Completed | Project Chair and External Reader | Within seven days of receipt |
| P/F Grade Submitted | Project Chair | Grade Deadline |
| Review of the previous learning contract, rubric feedback, and desired progress | Student | 1st of the month preceding the next course start |

*The DMin Project Research and Writing Team—Roles and Responsibilities*

The student will have a project team comprised of the Project Chair, an External Reader, and the Program Director. The Project Chair will be drawn from the institution's full-time faculty, administrators with faculty rank and terminal degrees, or well-qualified adjuncts or alumni with terminal degrees. Project Chairs will be recommended by the Program Director. External Readers are typically content and methodology specialists. They provide guidance to the student regarding subject matter and/or the normative research methodology of their discipline. Students may suggest well-qualified external readers for consideration.

**The Project Chair** is the primary member of the student's research and writing team. The chair communicates as needed with the student and is responsive to messages from the Program Director related to the student's progress and grade for each trimester. The chair is responsible for ensuring the overall quality of the student's project, attentive to content, methodology, and effective and accurate writing. The specific tasks of the chair are as follows:

1. Partner with the student in developing a Learning Contract before the beginning of each trimester to facilitate communication and ensure that the student is making progress.
2. Participate in developing the overall design of the project with reference to number of chapters and length of chapters.
3. Review each provided draft within the agreed upon time frame. It is an expectation that drafts should generally be returned within one week of receipt unless otherwise discussed with the student.
4. Review each draft with attention to content, methodology, effective writing that demonstrates doctoral level work and the more technical aspects of writing including spelling, grammar, punctuation, and conformity to Turabian Style. While some students may choose to use an external editor, the chair should nonetheless work with the student towards a final draft that meets a high academic standard.
5. Copy the Program Director on emails with chapter edits.
6. Recommend, where appropriate, additional resources that the student should consider in their research and writing.

7. Meet, as needed, upon the student's request or that of the Project Chair, using an appropriate means of contact such as Teams, phone call, or in person depending on the proximate location of the student.
8. At the end of the trimester, upon request of the Program Director, provide a pass/fail grade recommendation for the student's work based on completion of the Learning Contract and the quality of the work exemplified.
9. The Project Chair should advise the Program Director of any concerns that emerge regarding the student's capability to complete the project in a timely manner.
10. During the final trimester of the student's program, the Program Chair should anticipate being particularly attentive to the editing process as the project approaches completion.
11. During the final trimester the Program Director will consult with the Program Chair to schedule the Project Defense. The Program Chair is a key member of the defense review panel. The defense takes place in a video conferencing platform with all parties participating in that format.
12. The Project Chair is responsible for ensuring that final content edits have been returned to the student with sufficient time to produce an effective final version for the defense process. Final content edits of the project must be completed before the defense date so that on that day only minor formatting edits remain, other than those edits which may be required by the committee. If there are concerns about the capability of the student to complete this task, this should be communicated to the Program Director as soon as possible.

**The External Reader** serves as a content, context, or methodology expert. An External Reader may be identified by the student for approval by the Program Director or may be recommended by the Program Director to fulfill an essential task in the student's research and writing process. In some instances, a student may have more than one External Reader if expertise is required in more than one area of the project. External Readers should hold a doctoral degree in a discipline related to the student's work. Family members or subordinates in an organization or ministry setting are not permitted to be part of a program team. The specific tasks of the External Reader are as follows:

1. Review each provided draft within the agreed upon time frame. It is an expectation that drafts should generally be returned within one week of receipt unless otherwise discussed with the student.
2. Review each draft with attention to content, methodology, effective writing that demonstrates doctoral level work and the more technical aspects of writing including

spelling, grammar, punctuation, and conformity to Turabian Style. While some students may choose to use an external editor, the entire team should nonetheless work with the student towards a final draft that meets a high academic standard.

3. Copy the Program Director and Project Chair on all chapter edits.
4. Recommend, where appropriate, additional resources that the student should consider in their research and writing.
5. Meet, as needed, upon the student's request or that of the Project Chair, using an appropriate means of contact such as Teams, phone call, or in person depending on the proximate location of the student.
6. During the final trimester of the student's program, the External Reader should anticipate being particularly attentive to the editing process as the project approaches completion.
7. During the final trimester the Program Director will consult with the Program Chair to schedule the Project Defense and will verify the availability of the External Reader. The External Reader is a key member of the defense review panel. The defense takes place in Teams or another video-conferencing platform with all parties participating in that format.
8. The External Reader work towards ensuring that final edits have been returned to the student with sufficient time to produce an effective final version for the defense process. Final edits of the project must be completed before the defense date so that on that day only edits required by the committee should remain.

**The Program Director** serves as a member of all project teams. The Program Director serves as the administrator for all projects. The Program Director serves as instructor of record in each trimester of the writing process, solicits feedback from the chair for a pass/fail grade, logs the appropriate grade in the LMS, and ensures that up-to-date documentation is maintained. The specific tasks of the Program Director are as follows:

1. Assists in the development and approval of the Prospectus.
2. Manages the IRB submission process.
3. Recruits Project Chairs and External Readers.
4. Serve as a mediator between Project Chairs, External Readers, and the student if this is warranted.
5. Requests and documents the Learning Contract each trimester.
6. Offers feedback on chapters as requested by the student, reading all chapter edits provided by the team, and ensuring the flow of information is efficient.
7. Receive concerns from the Project Chair, External Reader, or student regarding the student's capability to complete each Learning Contract and the overall project.

8. Offers support and encouragement to both students and team members.
9. Maintains all records of the project.
10. Requests feedback from the Project Chair and External Reader for each trimester's grade.
11. Manages the Project Defense phase of the student's editorial work,, scheduling, and facilitating the defense event.

*Learning Contracts*

Each trimester in which a student is registered in a Research and Writing course or a Writing Continuation course requires the creation of a Learning Contract. A sample Learning Contract and a Learning Contract template are included in the appendices of this Handbook. Students are introduced to Learning Contracts during the Writing Methods course.

The concept of Learning Contracts comes from student-centered learning and places the onus for managing time and workload on the student. The student identifies the critical benchmarks for success in the writing process in conversation with their Project Chair and Program Director. This conversation may take place by email, phone, or video conference. At times the Project Chair may suggest additional learning outcomes or may encourage an emphasis on a particular portion of the project. However, the final Learning Contract content remains the responsibility of the student.

Evaluation in the Research and Writing courses is pass/fail and determined based on the student's successful completion of the Learning Contract. The Learning Contract will indicate the material to be submitted and the due date(s). Failure to meet deadlines, submission of material that substantial deviates from the contract material, submission of material that does not meet the program standard for writing style, or demonstrates significant need for editing, spelling or grammatical errors, failure to submit contract material, will all impact the assessment of the student's completion of the Learning Contract.

The Project Chair and the Program Director will evaluate the sufficiency of the material in meeting the contracted work. Based on this feedback, the Project Chair will provide a grade to the Program Director.

## The Final Project

### The Final Document

The culmination of the DMin program is the final project document. Once the Project Team Chair and Program Director agree that the project research and writing are completed except for final publication edits and front and back matter, the student will register for Presentation and Final Project. During this final course, the student will work with the Program Director to complete the project for publication and prepare for their symposium defense. The student will engage in the publishing process through ProQuest and apply for copyright if desired.

### Project Defense

Following submission of a final project, the Project Chair and Program Director will schedule a project defense and identify the appropriate members of the review panel, which typically include the Project Chair, External Reader(s), and Program Director. The CAO may serve as a member of the review panel if the Project Chair is an adjunct.

This review panel will read the final project and identify critical areas of inquiry for the symposium defense. Next, the student will make a presentation explaining and defending their ideas, the rationale behind research choices and decisions, research methods, and conclusions drawn from the research. The assembled panel will engage the student in collegial discussion and probe critical areas of inquiry to determine the student's understanding of their field and focus

area. Following the presentation, members of the review team will confer and determine whether the student has met the standard for graduation.

Upon successfully completing the  defense and all final edits, the Program Director will award a passing grade for the Presentation and Final Project course.

A detailed timeline will be provided to students who are in their final program year in order to guide the defense process.

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# Appendices

Appendix A – **Sample Learning Contract**

**Learning Contract for Doctor of Ministry Research and Writing**

Student's Name Jenny Smith

Phone 419-555-1212 Email jsmith1@findlay.edu

Project Chair Dr. X. Pert

Phone 419-434-4220 Email xpert@winebrenner.edu

External Reader Dr. W. Guy

Phone 419-434-4220 Email wguy@winebrenner.edu

| **Learning Objectives** (Describe in detail the work you will complete this trimester) | **Number of Drafts** | **Draft Due Dates** | **Comments** |
|---|---|---|---|
| **Objective 1:**<br><br>Draft Introduction, Purpose Statement, Research question, sub-questions, and hypothesis. | Three drafts | October 15 to the full team<br><br>November 1 to the full team<br><br>November 25 to the full team | Estimated at 25 pages<br><br>2nd draft will include recommended edits and expansion.<br><br>3rd draft will be a final draft |
| **Objective 2:**<br><br>Continue literature review—add 50 new sources to the annotated Bibliography. | One draft | Due November 25 to Project Chair | The Project Chair suggests exploring historical material related to the topic.<br><br>A minimum of 25 sources should come from this area. |
| **Objective 3:** | | | |

DM Form Revised 8-12-20 Project Research and Writing

Appendix B – **DMin Learning Contract Template**

**Learning Contract for Doctor of Ministry**
**Research and Writing**

Student's Name _____

Phone _____ Email _____

Project Chair _____

Phone _____ Email _____

External Reader _____

Phone _____ Email _____

| **Learning Objectives** (Describe in detail the work you will complete this trimester) | **Number of Drafts** | **Draft Due Dates** | **Comments** |
|---|---|---|---|
| **Objective 1:** | | | |
| **Objective 2:** | | | |
| **Objective 3:** | | | |

DM Form Revised 8-12-20 Project Research and Writing

## Appendix C – **AI Use Policy for the Doctor of Ministry Program**

### Introduction

This policy governs the responsible, ethical, and effective use of Artificial Intelligence (AI) within the Doctor of Ministry (DMin) program. It is designed to uphold academic integrity, respect theological and ethical standards, and ensure AI enhances, rather than replaces, the human and spiritual dimensions of theological education.

### Non-Generative and Generative AI Technology

Non-generative AI is designed to respond to inquiries using a specific set of trained inputs. It predicts responses based on the inputs in its programmed database. Examples include search algorithms, AI assistant units such as Siri or Alexa, or spelling and grammar checking programs like Word Editor and Grammarly. Traditional AI may be used to analyze data and make predictions on the basis of its pattern recognition functions. Software for coding, such as Dedooze or NVivo use traditional AI technology. The researcher must identify codes and use the software to mark those codes within transcriptions. AI technology can also produce transcriptions from audio or video recordings. If the technology simply reproduces the transcription without making recommended changes to meaning, it is non-generative.

Generative AI models are trained on a set of data but use the underlying patterns in that data to create new outputs. Generative AI creates something new based on the information in its data and the information you provide in your prompt. It can extrapolate a response from its existing model. Chat GPT, Perplexity, Google LMS Notebook, and others can produce human-like text. Generative AI may be used to analyze data and produce a completely new output. Generative AI meeting assistants can summarize the content of a meeting, producing minutes, action items, and a short summary of the meeting content. These generative AI tools can also reproduce a transcript and will make edits based on the likely meaning of a vocalization within the context of the meeting.

## Guiding Principles

1. Human Dignity and Spiritual Responsibility
   - AI must serve the unique dignity of each person, supporting but not replacing human creativity, discernment, or spiritual formation.
   - The use of AI should never undermine the autonomy, moral responsibility, or spiritual growth of students and faculty.

2. Academic Integrity
   - AI tools may assist with translation, research, or administrative tasks, but students remain responsible for mastering course content and demonstrating original thought.
   - Plagiarism or over-reliance on AI for content creation is a violation of academic integrity and will be subject to disciplinary action.

3. Transparency and Accountability
   - All use of AI in assignments must be clearly disclosed, including the type of tool used and the extent of its contribution.
   - When AI translation tools are used, the original (primary language) version of the work must be submitted as an appendix for transparency.

4. Theological and Ethical Alignment
   - AI-generated content must align with the program's theological values and doctrinal standards; faculty review is required to ensure appropriateness.
   - AI must not be used to generate sermons, ministry talks, or spiritual guidance without human oversight and theological review.

5. Data Privacy and Security
   - Student and institutional data must be protected in accordance with privacy laws and institutional policies.
   - Sensitive personal, pastoral, or ministry information must never be entered into public AI platforms.

6. Stewardship and the Common Good
   - AI should be used to enhance learning, accessibility, and ministry effectiveness, especially for marginalized or international students.
   - Technology use should reflect stewardship of resources and care for creation, avoiding practices that harm individuals or communities.

## Permissible Uses of AI

- In general, students may use non-generative AI to improve their writing by identifying spelling or grammar errors, generating citations, recording and managing the coding process, and producing transcriptions of interviews. AI use must meet standards for Human Subject research in which the identity of the subject is carefully protected. Files should not be uploaded to public sites unless the student can delete the files after each use. However, any usage that results in material that will be included in a final submitted assignment must be documented, and the AI use noted in a substantive footnote.

## Specific Use Cases of Generative AI

- Translation: Students whose primary language is not English may use Generative or Non-Generative AI translation tools to express their ideas clearly, provided the original work is included for comparison and the final submission is proofread and edited for accuracy by the student.

- Accommodation: Students with an Individualized Student Accommodation Plan may use Generative or Non-Generative AI technology if such use is specified in their ISAP. Use that exceeds what is described in the ISAP will be considered a violation of academic integrity. Examples might include spell checkers, grammar checkers, use of software to improve clarity in writing, read aloud technologies,

- Research Assistance: Generative or Non-Generative AI may help locate sources or summarize information, but all substantive academic work must be the student's own. The student should preference software that provides sources for all information summarized. Citation software may be used, but the ultimate responsibility for verifying formatting lies with the student.

## Prohibited Uses of AI

- Using AI to generate original academic content (e.g., essays, sermons, theological reflections) without substantial human input and attribution.
- Use of AI to complete exams, quizzes, take-home tests, or assignments intended to assess student learning.
- Submitting AI-generated work as one's own without disclosure.
- Using AI to bypass spiritual discernment, pastoral care, or the relational aspects of ministry.

## Oversight and Review

- Faculty retain the right to allow, restrict, or prohibit the use of AI in their courses and must communicate these policies in their syllabi. In each course, the faculty policy may supersede this document.
- Violations of this policy will be addressed in accordance with the institution's academic integrity procedures

## Cautions for Users

AI Hallucination/Fabrication

- AI technology can fabricate information or may use copyrighted sources without proper attribution. AI may correlate data points that do not, in fact, correlate but appear to do so due to the algorithm employed. Sources may be fabricated if the AI tool cannot find genuine sources.

Security and Human Subject Protection

- AI platforms may collect and retain data input to AI inquiries. Students should exercise sufficient caution to ensure that private details are not added to databases without permission. If files are uploaded, they must be deleted after use. Students should carefully review the data retention policies of all tools/sites used.

Bias

- AI tools are trained using specific sets of data but also collect additional data from each query submitted. (Generative AI). Therefore, user bias on specific topics can enter into the responses of some AI tools. Tools will also mimic the student's 'voice' in response to repeated queries which may further impact bias.

Non-Peer Reviewed

- In general, AI tools are not considered peer-reviewed sources since the outputs do not undergo review, nor is there an opportunity for dialogue with the sources, which may not be identified.

## Conclusion

This policy acknowledges the opportunities and challenges presented by AI in theological education. By centering on human dignity, academic integrity, transparency, and stewardship, the Doctor of Ministry program can responsibly integrate AI to support its mission while safeguarding the spiritual and ethical formation of its students.

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*End of Doctor of Ministry Handbook.*