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

Prepared for the October 12-14, 2014
Visit of the Association of Theological Schools
in the United States and Canada

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<tr>
<td>A-Team</td>
<td>Academic Advancement Team</td>
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<td>AD</td>
<td>Academic Dean</td>
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<td>AY</td>
<td>Academic Year</td>
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<td>AQ</td>
<td>Alumni Questionnaire</td>
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<td>APPDP</td>
<td>Annual Personnel and Professional Development Plan</td>
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<td>ATP</td>
<td>Annual Theological Problem</td>
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<td>ATS</td>
<td>Academic Technology Services</td>
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<td>ATT</td>
<td>Annual Theological Theme</td>
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<td>AAD</td>
<td>Assistant Academic Dean</td>
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<td>ATS</td>
<td>Association of Theological Schools</td>
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<tr>
<td>BARS</td>
<td>Bachelor of Arts in Religious Studies</td>
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<tr>
<td>BB</td>
<td>Blackboard</td>
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<tr>
<td>B of T</td>
<td>Board of Trustees</td>
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<tr>
<td>CPA</td>
<td>Certified Public Accountant</td>
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<tr>
<td>CGGC</td>
<td>Churches of God, General Conferences</td>
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<td>CAP</td>
<td>Comprehensive Assessment Plan</td>
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<td>CCRD</td>
<td>Committee on Curriculum Review and Development</td>
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<td>CACREP</td>
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<tr>
<td>CWSLO</td>
<td>Curriculum-wide Student Learning Outcomes</td>
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<td>DA</td>
<td>Director of Assessment</td>
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<td>D.Min</td>
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Entering Student Questionnaire  ESQ
Evangelical Council for Financial Accountability  ECFA
Graduating Student Questionnaire  GSQ
Higher Learning Commission  HLC
Institutional Advancement  IA
Learning Management System  LMS
Marion Correctional Institution  MCI
Master of Arts (Theological Studies)  MA(TS)
Master of Arts in Church Development  MACD
Master of Arts in Clinical Counseling  MACC
Master of Arts in Family Ministry  MAFM
Master of Arts in Practical Theology  MAPT
Master of Divinity  M.Div
Ministry in Context  MIC
National Association of Evangelicals  NAE
Ohio Counselor, Social Worker & Marriage and Family Therapist Board  OCSWMFTB
Pastoral Training Institute  PTI
Profile of Ministry  POM
Progress Review  PR
Student Support Coordinator  SSC
Sub-Committee on Assessment for Excellence  SAFE
Supervised Ministry  SM
Theological Summit  TS
INTRODUCTION

Heraclitus of Ephesus, the Greek philosopher, once noted “Πάντα ῥεῖ καὶ οὐδὲν μένει.” To translate roughly from the Greek, “Everything flows, nothing stands still.” In the more modern vernacular one might say, “Change is the only constant.” The history of Winebrenner Theological Seminary, like the history of many evangelical seminaries, is best understood through the lens of ongoing change.

Winebrenner Theological Seminary (WTS) was established in 1942 as a graduate school of theology of Findlay College (renamed The University of Findlay in 1989). Within its first 20 years of existence it became clear that change was needed. In 1961 Winebrenner received its charter from the State of Ohio to become an independent, degree-granting institution. As an inevitable result of its changing relationship with Findlay College WTS identified an alternate location and moved from the Findlay College campus to Melrose Avenue in Findlay.

The “Melrose years” witnessed the expansion and diversification of curriculum, enrollment, faculty, and mission. The school also received full accreditation and attracted the attention of a diverse evangelical constituency from northwest Ohio and beyond. These years were also not without change. The increasingly diverse student population, drawn from a broad spectrum of denominations, many of whom were second career learners, resulted in the need for improved campus space. Additionally, the changing student population necessitated a change in delivery model in order to accommodate a student body that became increasingly commuter based. The move to all-day Tuesday block delivery with additional classes on Monday and Thursday evening allowed for greater accessibility to students. Faculty and administrators gradually adjusted to this significant change. However, even greater change was looming on the horizon.

In 2003, the seminary relocated adjacent to The University of Findlay campus. The move to the Main Street North facility allowed for construction of a state-of-the-art facility and the benefits of a close collaboration and resource-sharing relationship with The University of Findlay. The close proximity to the U of F campus has provided significant resources in technology and information services that has allowed Winebrenner to adapt to the changing face of theological education. Email, Blackboard, and PowerPoint have become commonplace tools of education at WTS. Equally, spiritual formation, Greek grammar, and homiletics continue to be essentials of the curriculum. WTS has creatively balanced the need to embrace the ever moving river of change without allowing itself to be moved at the mercy of the current.

The seminary remains vitally evangelical in theology and spirit, upholding much of the classical pietistic and revivalist fervor of its namesake, John Winebrenner, founder of the Churches of God, General Conferences, (CGGC) in Harrisburg, Pennsylvania in 1825. The distinctive Winebrenner tradition and character affirms the position of historic pietism—that the personal experience of regeneration is a divine act and the sole means by which alienated humankind is reconciled to God in Christ. As the name Churches of God suggests, the Winebrenner tradition also recognizes a unity that transcends denominational or sectarian boundaries, a unity expressed through “the right hand of fellowship, without exception” (quoting John Winebrenner) and grounded in the Trinitarian nature of God.
Equally, the seminary has become increasingly forward thinking, seeking new locations, programs, and delivery systems to meet the ever-changing needs of the student population and of God's mission of reconciliation in changing the world by preparing servants of the Lord Jesus Christ to lead the Church.

Recent innovations include the purchase of the Scotland, PA campus, which WTS is petitioning to move to degree completion status, addition of the MACC (Master of Arts in Clinical Counseling) which has initial approval from HLC, proposed credit hour reductions in the MAFM and MA(TS) programs to reduce student indebtedness, and provide programs which reflect the needs of our students, and future planning which will allow the delivery of the MA(TS) program through an online system. The WTS non-degree program has expanded to include locations in Eastern Pennsylvania, Allegheny Region Pennsylvania, Findlay, and most recently, the Marion Correctional Institution (MCI) where a trial program is offering non-degree theological education to inmates.

WTS has demonstrated its ability to both withstand and manage an environment of change in the past decade. This ability to create new systems, to be forward thinking, and to seek new directions while maintaining the standards and vision that create its unique DNA are strengths that will serve Winebrenner Theological Seminary and its students in the decade which lies ahead.

“Πάντα ῥεῖ καὶ οὐδὲν μένει.”
Accreditation History

January 1989

WTS is granted candidacy status by The Association of Theological Schools

June 1991

WTS is granted initial accreditation for a period of three-years by ATS which included approval for the M.Div. degree and preliminary approval for the MACE (Master of Arts in Christian Education) degree.

June 1994

Accreditation reaffirmed by ATS for a period of ten years. Approval of the M.Div., MACE degrees and preliminary approval of the MA(TS) degree.

November 1997

Preliminary approval for the D.Min degree

May 2000

Focused visit to reaffirm the D.Min degree

June 2001

Continued preliminary approval for the D.Min degree

Approval for name change of MACE to MAFM degree

June 2004

Approval of the local move of WTS

October 11-13 2004

Comprehensive visit

Degrees Approved: D.Min, MA (Theological Studies), MA in Family Ministry, M.Div.

Preliminary Approval: MA in Church Development

Distance Education Approved

March 2012

Approval of the Master of Arts in Clinical Counseling

February 2013

Name Change from MA in Church Development to MA in Practical Theology
Fall 2013 Data:

Enrollment: 60 (35.3 FTE)
Faculty Full Time FTE: 7
Faculty Part Time FTE: 2.05
Total Faculty FTE: 9.05

Approved Degrees:

D.Min, MA (Theological Studies), MA in Clinical Counseling, MA in Family Ministry, MA in Practical Theology, M.Div
Self-Study Process and Timeline

Much like the raising up of a child, a self-study involves an entire community, demonstrated at WTS through the participation of faculty, staff, students, alumni, and board members on the various sub-committees which engaged in the self-study process. Over the past two-years twenty-two individuals participated as members of the self-study team. Special thanks are due to Ruth Whitaker who served as the coordinator for the self-study process and to SAFE, the Subcommittee on Assessment for Excellence who served as the steering committee for the teams. Each committee member served on one of the study teams as a guide and expert to the standards.

The four teams met monthly to work on their assigned standards and quarterly meetings were held for all team members for updates and information they would need to complete their tasks in the self-study. The resulting report, compiled by a writing team consisting of the Director of Assessment and the Student Support Coordinator, is truly the product of the team whose names are listed below.

Steering Committee Members:

- Dr. Joel Cocklin, Academic Dean, Vice President of Academic Advancement
- Dr. Gwen Ebner, Faculty
- Jeannine Grimm, Student Support Coordinator
- Kathryn Helleman, Assistant Academic Dean, Director of Assessment
- Ruth Whitaker, Academic Support Coordinator, Self-Study Coordinator
- Jim Wilder, Admissions, Marketing and Church Relations

Self-Study Teams

**Institutional Integrity**
Team Leader: John Nissley
Jim Sweeney (Faculty)
Dan Pritt (Student)
Jim Ridge (Alumnus)
Art Battle (Trustee)
Jeannine Grimm (SAFE)

**Learning/Teaching/Research/Library**
Team Leader: Linda Davison
Gary Staats (Faculty)
Marty Johnson (Student)
Hugh McClintock (Alumnus)
Dr. Adam-Ferguson (Trustee)
Gwen Ebner (SAFE)

**Theological Curriculum**
Team Leader: Jim Wilder
Shari Brandeberry (Staff)
Ricky Hull (Student)
Katie Erickson (Alumna)
Mike Walker (Trustee)
Kathryn Helleman (SAFE)

**Recruitment/Admissions/Distance Learning**
Team Leader: Joel Cocklin
Brandon Withrow (Faculty)
Shelley Stephenson (Student)
Matt Ginter (Alumnus)
Barbara Hochstettler (Trustee)
Ruth Whitaker (SAFE)
Organization of the Self-Study Report

The self-study report follows the major headings of the ATS standards on accrediting. Where necessary for clarity the standard numbers are included for ease of reference. The Degree Program and Educational Standards are included in Chapter 3; Theological Curriculum: Learning, Teaching, and Research.

Where appendix materials are provided these are noted in parenthesis and include the title of the appended document. Internal documents, committees and titles are indicated by the use of italics throughout the document. A list of abbreviations is provided for the use of the reader. (See Table of Abbreviations)

Higher Learning Commission Accreditation

WTS has also applied to the Higher Learning Commission for reaccreditation and has submitted a separate report to that body in anticipation of a site visit on October 27-29, 2014.

2004 Self-Study Concerns

The 2004 comprehensive visit team recommended that WTS be reaccredited for a period of ten years with the next comprehensive visit scheduled for 2014. Approval was granted to the Master of Divinity, Master of Arts in Family Ministry, ongoing approval to the Master of Arts (Theological Studies), and preliminary approval of the Doctor of Ministry and Master of Arts in Church Development programs.

Since 2004 approval has been granted for the MA(TS), D.Min and MACD programs. The MACD program has also received approval for a name change to Master of Arts in Practical Theology (MAPT).

The team recommended that attention be given to:

1. Maintaining and enhancing the distinctive strengths of WTS which included the synergy and cohesiveness of the governing board, the energy of the faculty, and the impressive new physical plant in the context of collaborative opportunities it affords with The University of Findlay.
2. Faculty workload
3. Issues of student life and formation

WTS has strengthened its collaborative relationship with The University of Findlay through the creation of a formal collaborative agreement (UF/WTS Collaborative Agreement) that details the relationship between the institutions. An additional agreement describes the provision of Informational Technology support to WTS by UF. (Information Technology Support Agreement) Beyond these formal agreements WTS students regularly engage with UF students in classroom settings. WTS professors act as guest lecturers in some UF Religious Studies courses. Administrators in both institutions at both the junior and senior levels maintain collegial relationships which benefit both institutions.
In 2004 the standard faculty workload was two courses in each of three trimesters. While 18 credit hours continue to be understood as the standard workload attention has been given to providing formula for program direction, independent studies, overload and other assignments. Program directors are granted a 3 credit hour waiver as compensation for their work in program direction. The Academic Dean and Registrar monitor the overload and directed study load of faculty in order to ensure that faculty are not over extended. This results in the use of adjuncts in some courses in order to balance workload. This has the added advantage of developing a pool of adjuncts who are available for sabbatical coverage or as faculty vacancies arise.

The Handbook of Operations (See Handbook of Operations) has been updated to reflect standard federal practices and includes policies of faculty promotion and the process of faculty evaluation. The Assistant Academic Dean has been given responsibility for the four-year faculty evaluation cycle which includes direct classroom observation, student evaluation, evaluation by a peer from another institution, and self-evaluation. This has resulted in a more focused effort, a broader and fuller picture of instructor’s abilities, and better feedback to instructors. The addition in 2012-2013 of all adjuncts to the evaluation process ensures that faculty evaluation is a strength of the institution.

Faculty, both adjuncts and full-time, receive professional development funds to enhance personal development. Further work is still needed in the area of professional development opportunities. The addition of the Assistant Academic Dean position in January of 2014 has allowed future opportunities in this regard.

Faculty transition has continued to be an issue in the decade since 2004 with several faculty members retiring, others pursuing other opportunities, and some leaving the academic world to pursue scholarly study and writing full-time. While not a direct result of the elimination of tenure, a related issue, faculty compensation, is an area of needed attention for administration and the Board of Trustees. WTS will need continued focus on the development of faculty and on broadening and strengthening the WTS faculty as new programs and delivery methods require new skills and relationships.

Progress reports were required regarding:

1. The Handbook of Operations update to ensure conformity with state and federal regulations.
2. The MA in Church Development program with reference to residential connection and field education
3. Revision in the field education program at WTS

Since 2004 the WTS Handbook of Operations has been revised and reviewed regularly. The most recent revision is currently underway with a targeted completion date of October 2014. Ongoing attention has been paid to compliance with all state and federal regulations.

The MACD program has become the MAPT program and concerns regarding residential components and field education have been addressed in appropriate monitoring reports.

The field education program at WTS, in 2004 called the Ministry in Context (MIC) program, has undergone several transitions to arrive in its current form.
The MIC program was determined to be too unwieldy and difficult to monitor effectively. It was replaced in 2007 with a two-pronged approach, the Supervised Ministry Program and the Theological Summit.

Initially, the Theological Summit (TS) served as the primary venue for introducing and discussing the Annual Theological Problem (ATP). The TS and ATP together served as the vehicle for the new Supervised Ministry (SM) program (replacing Ministry in Context [MIC]). SM students completed an assigned writing project: a reflective paper on the ATP (based on Summit presentations, cohort-group/table discussions, and assigned readings).

By 2009 the number of TS required in various programs had been modified resulting in a TS program that involved less than 75% of the student population at any given time. The ATP had become an annual theological theme (ATT) and the connection between the TS, ATT and SM had been severed.

Supervised Ministry became a more robust program in 2009 with an online component allowing discussion and reflection of students who formed a virtual cohort. This replaced the physical cohort-group/table model of the TS. The Supervised Ministry program was further enhanced by a decision to move from 1-3 credit hour course in one trimester to 3-1 credit hour courses taking place over three trimesters. This allowed for more time to effect personal formation and develop practical skills. Effectively, the SM program had encapsulated all the learning outcomes of both SM and TS.

In 2012 the Academic Dean identified the need to evaluate the Theological Summit program in light of the successful SM program and an unclear mandate for the TS. Unfortunately insufficient resources of time and personnel existed and this evaluation did not take place until the 2013-2014 AY.

In 2013-2014 the CCRD met with the TS committee. Student evaluations from the past three-years were reviewed by the Assistant Academic Dean. The original CAP description of the program was reviewed and compared to the current TS model. It was concluded that the TS had become in effect a “mini-course” and did not add substantially to the curriculum-wide student outcomes of any program. As a result the TS was eliminated from all programs effective fall 2014.

The TS model did provide opportunity for a limited portion of the student body to engage in worship and in community life. The CCRD was tasked with developing other methods for addressing worship and community life.

A Monitoring Report was required regarding:

1. Enrollment management
2. Finances
3. Library
4. Academic Planning in relationship to assessment of student learning
5. Facilities planning
6. Faculty development and evaluation
Appropriate monitoring reports were submitted as requested above. Enrollment, finances, and library continued to be areas of needed attention as noted in this self-study report.

Areas of academic planning for student assessment have been extensively addressed. Facilities planning and faculty development and evaluation as noted above have been further developed since the 2004 visit.

A focused visit was scheduled for the fall of 2007 to review implementation of the WTS Comprehensive Assessment Plan (CAP). At that time the visitation team indicated satisfaction with the initial steps taken in assessment. Since that time WTS has adopted a more integrated academic assessment model, led by the SAFE team. An environment of assessment is beginning to permeate the entire institutional structure.

Significant Findings of the Self-Study

This 2014 self-study indicates continuous improvement at WTS across many areas of the standards. The implementation of the CAP, more focused methods for assessing student learning outcomes, curriculum-wide outcomes, faculty effectiveness and educational effectiveness of the institution as a whole are strengths of the WTS community.

Areas of ongoing challenge include enrollment and finances. WTS needs to hire a recruiter with social media as well as traditional recruitment skills and to develop a
recruitment policy and procedures manual. An Enrollment Plan (See Enrollment Plan 2014) has been drafted with detailed steps and timelines regarding enrollment management, hiring of a recruiter and other details related to the overall practice of enrollment management at WTS. The institution has made a number of recent decisions, such as addition of the Scotland PA campus, credit hour reductions in the MAFM and MA(TS) programs, and the proposed addition of the MACC program which will assist in financial stability in the long term. The Executive Committee of the Board of Trustees, President and Vice Presidents met recently to discuss long range strategy and planning. This resulted in the creation of the 2014-2017 Financial Plan which further defines the goals and strategies of the institution in this regard. (See 2014-2017 Financial Plan)

The addition of the WTS Scotland Campus, and the proposed status change to a degree completing campus will require significant ongoing monitoring to ensure that all programs offered gain the same degree of knowledge, formation, and experience, and receive the same institutional support and services.

The relationship between the Shafer library and the WTS library collections strengthens the offerings of both institutions. However, continued monitoring is needed regarding physical space needs and the functioning of the WTS librarian within the UF system. Additional course work for the WTS librarian would improve her ability to support WTS students and faculty.

Faculty compensation, the lack of employer-funded health care, and the need for more focused and intentional faculty development are areas of needed improvement.

**Summary of Introduction**

Through the various Masters and Doctoral programs of WTS as well as continuing education opportunities WTS seeks to provide opportunities for a holistic, formational, practical, and continual theological education.

The Self-Study process has allowed WTS opportunity to be internally reflective regarding its activities, emphases, and directions of the WTS community in the past decade and as WTS looks forward to future decades of service and learning. WTS remains committed to providing a quality theological education for students from varied denominational backgrounds who seek to serve the church of Jesus Christ.
PURPOSE, PLANNING, AND EVALUATION

In the preceding decade Winebrenner Theological Seminary (WTS) completed a move to 950 North Main Street, Findlay, adjacent to The University of Findlay (UF) campus. Adapting to the new facility, changes in the seminary culture, ongoing challenges in enrollment, and the purchase of a new facility in Scotland, PA (WTS-Scotland) has created a climate of significant challenge. However, the WTS community has responded to these challenges with a renewed sense of purpose and a willingness to embrace new locations, new methods, and new programs in order to serve the mission of the seminary: Winebrenner Theological Seminary serves God's mission of reconciliation in changing the world by preparing servants of the Lord Jesus Christ to lead the Church.

1.1 Purpose

Winebrenner Theological Seminary seeks to provide biblical and theological education for individuals preparing for Christian vocations. WTS identifies the overall nature of theological education as holistic, formational, practical, and continual. These overarching principles guide the curriculum and community life of the seminary. (See Academic Catalog p. 18)

WTS was founded by the Churches of God, General Conference (CGGC) as a private not for profit institution. In the past decade this identity has transitioned to a seminary that not only serves the needs of its founding denomination but also serves as a regional seminary meeting the needs of a broad range of evangelical students from diverse backgrounds and traditions.

WTS became an independent degree-granting institution in 1961. At present graduate degrees include the Master of Divinity (M.Div.), Master of Arts (Theological Studies) (MA[TS]), Master of Arts in Practical Theology, (MAPT), Master of Arts in Family Ministry (MAFM), and Doctor of Ministry (D.Min). WTS is currently seeking approval for a Master of Arts in Clinical Counseling (MACC). WTS faculty cooperate with UF faculty in teaching the Bachelor of Arts in Religious Studies (BARS), an undergraduate degree offered by The University of Findlay. WTS offers non-degree courses in the Pastoral Training Institute (PTI), with programs at the Findlay, Ohio and Scotland, Pennsylvania, campuses and also at the Marion Correctional Institution (MCI), Marion, Ohio.

All graduate degrees can be earned at the WTS-Findlay campus. WTS is seeking approval to offer the M.Div. and MAPT degrees at the WTS-Scotland campus.

WTS is accredited by the Higher Learning Commission (HLC) and the Association of Theological Schools (ATS), chartered by the State of Ohio and has received certificates of Authorization from the Ohio Board of Regents and the Pennsylvania Board of Regents. WTS is recognized by the Veterans Administration and is authorized under federal law to enroll international students at the WTS-Findlay campus. WTS is a member of the National Association of Evangelicals (NAE) and the Evangelical Council for Financial Accountability (ECFA). The MACC program has received initial authorization from the Ohio Counselor, Social Worker and Marriage and Family Therapist Board (OCSWMFTB) and will seek accreditation from the Council for
Accreditation of Counseling and Related Educational Programs (CACREP) before the 2017 standards implementation date.

WTS seeks continued accreditation with the ATS and the HLC because the purposes of these accrediting bodies—academic excellence and improvement through assessment and accreditation—align with the purposes of WTS.

1.2 Planning and Evaluation

The establishment of an overall strategic plan in 2000, with revisions throughout the following years, most recently in 2013, has continued to guide the direction of the seminary and has served as a constant check and balance for new locations, venues, and programs. The strategic plan is regularly reviewed by the Board of Trustees and the President to verify implementation. During an October 2013 focused visit by HLC a document briefly describing this strategic plan was developed as the most current reflection of this activity. (See 2014-2017 Financial Plan available in Resource Room)

The Vice President for Institutional Advancement, Vice President of Academic Affairs, Vice President of the Scotland Campus Initiative, President, and members of the Board of Trustees Executive Committee met in early June 2014 to generate this plan and will continue to make further adjustments in the next three fiscal years.

In addition to the seminary’s commitment to academic excellence and improvement through assessment and accreditation as a theological education institution, the seminary defines its purpose through articulation of confessional commitments and evangelical distinctives and diversities.

WTS articulates a statement of faith that is broadly orthodox in expression and reflects the basic teachings of the Churches of God, General Conference. Members of the faculty are cautioned against exceeding the bounds of the doctrinal and confessional standards of the institution but are free within those boundaries to practice academic freedom of inquiry and expression. WTS affirms the following 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.

It should be noted that these faith statements reflect WTS’s theological position but are held charitably and non-coercively within the community. The broad range of denominational and faith backgrounds of both faculty and students require a certain gracious orthodoxy of all within the WTS community.

For example, students in TH 672, Worldview, Perspectives, and Christianity, are required to interview an individual of a differing religious tradition from their own. They are reminded that “This is not to be done for the purpose of evangelism, apologetics, or casual conversation, but for direct discussion of the person's understanding of the world, the nature of reality, and their religion (if applicable).” This assignment is typical of the approach to differing faith traditions held by faculty and students at WTS.

The 2001 re-visioning process resulted in creation of a vision statement “Preparing leaders to transform the world through Jesus Christ” which was adopted by all constituencies of the seminary. This was further defined through the recognition of evangelical distinctives and diversities. The historic evangelical commitments to commitment, conversion, call, and community are expressed in WTS Corresponding Values. These WTS Corresponding values are expressed through development of specific courses within programs of study and also more broadly in curriculum-wide emphases:

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

The development of the Supervised Ministry program in the M.Div and MAPT programs reflects commitment to the value of theological preparation and application for ministry. The SM program seeks to provide opportunity for theological reflection and also opportunity for students nearing the conclusion of their programs of study to become active practitioners of the skills they have been developing.

Each of the trimesters of SM focuses on specific skills acquisition as follows:

CM 786.1—

Objectives: To achieve the course goals during Supervised Ministry 1, students will …

1. . . . show expertise in integrating seminary theological education with practical ministry experiences by serving in an approved setting;
2. . . . exhibit a thorough understanding of the structuring, stating, and accomplishment of specific, measurable, personalized learning objectives by thoroughly defining and writing them in a Learning Contract;

3. . . . give evidence of understanding and proficiency in developing expanding competency in ministry through the utilization of nine (9) contemplative lessons from *The Contemplative Pastor* by Eugene H. Peterson.

4. . . . maintain accountability by talking regularly with the Field Supervisor and Coordinator/Instructioner for dialogue, assessment, mentoring, as well as through the use of reflective writing, Field Supervisor reports and evaluations, and a verbal check-out with the Coordinator/Instructioner.

5. . . . serve in a ministry setting that expands abilities and develops holistically; become immersed in the course text.

6. . . . engage in theological reflection with peers, including a Case Study, showing increasing personal and professional confidence and well-being within the peer group.

7. . . . track personal and professional challenges and development through self-review and personal reflection.

CM 786.2—

*Objectives:* To achieve the course goals during Supervised Ministry 2, students will …

1. . . . show expertise in integrating seminary theological education with practical ministry experiences by serving in an approved setting;

2. . . . exhibit a thorough understanding of the structuring, stating, and accomplishment of specific, measurable, personalized learning objectives by thoroughly defining and writing them in a Learning Contract;

3. . . . give evidence of understanding and proficiency in developing expanding competency in ministry through the utilization of ten (10) competencies from *The Competent Pastor* by Ronald D. Sisk.

4. . . . maintain accountability by talking regularly with the Field Supervisor and Coordinator/Instructioner for dialogue, assessment, mentoring, as well as through the use of reflective writing, Field Supervisor reports and evaluations, and a verbal check-out with the Coordinator/Instructioner.

5. . . . serve in a ministry setting that expands abilities and develops holistically; become immersed in the course text.

6. . . . engage in theological reflection with peers, including a Case Study, showing increasing personal and professional confidence and well-being within the peer group.

7. . . . track personal and professional challenges and development through self-review and personal reflection.

CM 786.3—

*Objectives:* To achieve the course goals during Supervised Ministry 3, students will …

1. . . . show expertise in integrating seminary theological education with practical ministry experiences by serving in an approved setting;

2. . . . exhibit a thorough understanding of the structuring, stating, and accomplishment of specific, measurable, personalized learning objectives by thoroughly defining and writing them in a Learning Contract;
3. . . . give evidence of understanding and proficiency in developing expanding competency in ministry through the utilization of ten (10) personal “shapings” from The Leadership Ellipse by Robert A. Fryling.

4. . . . maintain accountability by talking regularly with the Field Supervisor and Coordinator/Instructor for dialogue, assessment, mentoring, as well as through the use of reflective writing, Field Supervisor reports and evaluations, and a verbal check-out with the Coordinator/Instructor.

5. . . . serve in a ministry setting that expands abilities and develops holistically; become immersed in the course text.

6. . . . engage in theological reflection with peers, showing increasing personal and professional confidence and well-being within the peer group.

7. . . . track personal and professional challenges and development through self-review and personal reflection.

A curriculum-wide emphasis on spiritual formation was determined to be a priority by the faculty in 2004. This has been exemplified by the inclusion of spiritual formation elements in the majority of courses in the past decade. In some instances this takes the form of prayer at the beginning and end of class meetings. In other courses this has developed into student led devotions while other settings have included video clips, musical interludes, or traditional spiritual formation exercises such as lectio divina.

The value of evangelicalism and discipleship is expressed in the inclusion in all programs of courses in discipleship ministries (MAFM, M.Div.), the church in mission to the world (M.Div., MAPT, D.Min.) or the study of the evangelical experience (MA[TS]).

A curriculum-wide emphasis on leadership development is reflected in the inclusion of leadership courses in all programs. Leadership courses are particularly concentrated in the MAPT program since this practical theology degree tends to be populated by individuals already serving in church settings and seeking to develop further skills in this area.

Community Life

Community life among students, faculty, administration, and staff, while expressed as a core value, continues to be an area of significant challenge and change for the WTS community. Ongoing shifts in the student demographic to a commuter model, with the majority of students commuting a minimum of 30 minutes, results in difficulty scheduling opportunities for community life. The Community Life position, created in 2004, has since merged with other job functions resulting in a reduced availability of staff hours to support this value. The 2013-2014 AY saw a renewed determination on the part of administration and staff to provide community life opportunities resulting in the creation of Community Meals and Simply Supper. Community Meals are provided once per month by various women’s groups in the CGGC. These meals, at no cost to the seminary community, allow for informal gatherings of students, staff, and faculty. Simply Supper, again once per month, is a gathering of students.
and faculty in the UF dining hall for a meal and conversation. A weekly opportunity for community prayer, hosted by the Institutional Advancement staff, rounds out the offerings in this area. Students are made aware of community events via the student newsletter “Salt and Light.”

Of significant concern is the lack of worship opportunity for the seminary community as a whole. The Committee on Curriculum Review and Development has been tasked with review of this area of the WTS experience. As a result of a student’s Independent Study research several trial community life events will be held in the Summer 2014 trimester. These results will be shared with faculty and staff.

In 2013-2014 WTS experimented with a trial mentoring program which matched new students with seniors in order to provide support and encouragement. This is another example of seeking to build a sense of community within a largely commuter setting.

In 2004 WTS had just completed the move to the Findlay campus adjacent to The University of Findlay. The new building and a new collaborative agreement were new entities in its existence. In the past ten years the relationship with UF has proved beneficial for both entities.

The University of Findlay benefits through the use of classroom, meeting room, and auditorium space at WTS. Furthermore, the existence of the seminary building has contributed to significant growth in the campus ministries at UF. Worship services have been developed to serve the needs of students using the WTS building space. A weekly bible study, led by WTS staff and other leaders in the UF community, provides opportunity for further interconnection. Both the Campus Minister and Associate Campus Minister are WTS graduates which has further fostered this connection.

WTS benefits through purchase of technology support services, security, and maintenance via UF. WTS students, paying a student fee to UF, receive access to fitness facilities, health services, electronic resources in the Shafer Library collection, and other educational and technology support.

The President and Board of Trustees continue to monitor the relationship with The University of Findlay. Additionally, the Office of the Academic Dean, Academic Advancement Coordinator, Registrar, and Student Support Coordinator have all developed relationships with appropriate counterparts at The University of Findlay. These allow for a collegiality and sharing of resources across the institutions at both formal and informal levels.

Community at the WTS-Findlay campus has expanded to include not only the WTS students but also the UF students, faculty, and staff. The acquisition of the WTS-Scotland campus increases the potential and also the challenges in terms of community life. The WTS-Scotland campus, at this point in its infancy in terms of student population, has an onsite coffee shop designed to serve as a location for community gatherings. Until approval is received to offer complete degree programs at the WTS-Scotland campus it is difficult to plan formal opportunities for engagement of community life. An initial effort to begin the development of a community spanning both campuses was the April 2014 faculty and staff retreat held at the WTS-Scotland campus personnel. This allowed engagement between WTS-Findlay and WTS-Scotland campus at an informal level. Clearly, engagement of this value will continue to be an area of challenge for WTS in the future. It is of interest that a spring 2014 survey of the student body indicated that 59% of the students surveyed felt a high level of community with faculty,
staff and administrators and an additional 35% felt a medium level of community with faculty, staff, and administrators. (See Student Survey Data All available in the Resource Room) It would seem that despite the challenges of community life students feel connected to the institution and to each other.

The commitment to broad evangelical unity is reflected in the varied backgrounds and denominational affiliations of the WTS faculty and staff. The following denominations are reflected in the current faculty and staff: Churches of God, General Conference, Church of God (Anderson IN), Presbyterian (USA), United Church of Christ, Evangelical Lutheran Church in America, Episcopal Church USA, Mennonite Church USA, Assemblies of God, Evangelical Free Church, American Baptist, Church of the Nazarene, and independent church traditions.

Students, as identified in the 2010-2011, 2011-2012, 2012-2013, and 2013-2014 Entering Student Questionnaire, represent 23 denominations as follows: African Methodist Episcopal, American Baptist Churches USA, Assemblies of God, Baptist, Christian and Missionary Alliance, Christian Brethren (Plymouth Brethren), Christian Churches and Churches of Christ, Church of God (Anderson IN), Church of God in Christ, Church of the Brethren, Churches of God—General Conference, Church of the Nazarene, Evangelical Free Church of America, Evangelical Lutheran Church of America, Evangelical Presbyterian Church, Lutheran Church—Missouri Synod, Lutheran (Other), National Baptist Convention, Non-Denominational, Presbyterian Church (USA), Southern Baptist Convention, United Church of Christ, United Methodist Church, and several who did not self-identify for purposes of the survey.

This broad evangelical spectrum in both faculty and student populations requires a willingness to affirm “In necessary things, unity; in non-essentials, liberty; in all things, charity” (John Winebrenner, Motto of the Gospel Herald Liberty circa 1851). WTS continues to attract this broad spectrum as evidence of the institutional commitment to evangelical unity and diversity.

As WTS continues to grow in locations, venues, and programs it will be necessary to constantly monitor these values to ensure their integration into the future of the seminary. The senior administration of WTS via the President’s Council and the Board of Trustees will require vigilance in monitoring the future direction of the seminary to ensure that these values remain central to the work of Winebrenner Theological Seminary.

Evaluation

Perhaps the greatest single area of institutional change since the 2004 self-study is in the area of assessment and evaluation of the educational effectiveness of the institution. Previous to the 2004 self-study process WTS did not have a Comprehensive Assessment Plan, nor was the task of assessment clearly assigned to any institutional entity. While the strategic plan, mission statement, and corresponding values guided decision making within the institution little emphasis was placed on the outcomes of decisions and their impact on student learning.

In direct response to concerns regarding assessment the seminary created the Comprehensive Assessment Plan (CAP). A joint focused visit in October of 2007 noted the implementation of the plan and “deep ownership of the plan and commitment to its
implementation across WTS.” (Report of a Focused Visit. Oct 8-9, 2007) As a part of the CAP WTS created the position of Director of Assessment who chaired the newly instituted Sub-Committee on Assessment for Excellence (SAFE).

SAFE serves as the think tank for assessment, monitoring current assessment tools and methodology, overseeing the implementation of these tools, reviewing the results of assessment tools, and revising plans as necessary. The classic discipline of “Plan, Do, Check, Act” serves as an overarching framework for the day to day work of the SAFE team. Current members of the team include the Director of Assessment (who also serves as the Assistant Academic Dean), the Academic Dean, Academic Advancement Coordinator, Student Support Coordinator, a faculty representative, and a representative from the Institutional Advancement team. SAFE meets on a monthly basis and is currently serving as the steering committee for the self-study process. SAFE reports to the faculty at each meeting, and to the “Mega Meeting”—a gathering of all staff, administration, and faculty, as led by the President.

The “concentric circle diagram” developed by SAFE and included in the CAP Report, August 2007 demonstrates the overall shape of assessment at WTS. Each concentric circle on the diagram, moving from the inner core of God’s Mission in the World—the Missio Dei—through the Statement of Faith and Mission of the seminary and outward through rings of vision and outcomes oriented assessment, and distinctives, diversity, philosophy of education, values, and goals, and reaching into all aspects of the curriculum and programs, reflects the understanding that developing an institutional environment of assessment requires that each ring build on the preceding ring and relate to it directly.

The original diagram also describes further rings detailing the Annual Theological Problem, Trimester Summits, Cohort Groups, Individuals-in-Community and Individuals. It is at this level of the assessment plan that some difficulty has been encountered and changes have been necessitated to the original model.

It is perhaps most instructive to consider each level of assessment in the seminary, (Students, Faculty, Courses, Program, Administration and Staff, Trustees, and the President) in order to understand the environment of assessment that now permeates all levels of WTS and to understand the progression from the 2007 CAP model to the present functional implementation of the plan.

Faculty

In May of 2006 the faculty adopted a faculty evaluation plan. This is included in the Handbook of Operations and all faculty are made aware of this plan. It should be noted that until the beginning of the 2013-2014AY faculty evaluation did not include adjunct faculty. This was due in part to a relatively small number of adjuncts employed by WTS in previous years. For example, in 2004, 8 adjuncts taught 8 courses while 7 faculty members taught 38 courses in the academic year. By 2010, 11 adjuncts taught 22
courses while 7 faculty members taught 32 courses. Additionally, several adjuncts and part-time faculty members, who were also not subject to the evaluation cycle, were teaching core courses such as theology, Greek grammar and exegesis, foundations in theological studies and core counseling courses in the MAFM program. These increases in the use of adjuncts and a growing focus on assessment of all aspects of the institution resulted in the Fall 2013 implementation of assessment for all faculty regardless of rank. The plan is described in chart form below:

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Every Summer</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Self-Evaluation</td>
<td>Year #1, Due August 1st</td>
<td>Each faculty member completes a new Self-Evaluation form</td>
</tr>
<tr>
<td>Peer Evaluation of one course during the academic year</td>
<td>Year #2, Due August 1st</td>
<td>The character, work, and classroom instruction of each faculty is evaluated by a colleague outside of the WTS system</td>
</tr>
<tr>
<td>Dean’s Evaluation during the academic year</td>
<td>Year #3, Due August 1st</td>
<td>The Academic Dean will visit a class session</td>
</tr>
<tr>
<td>Students’ Evaluation during the academic year</td>
<td>Year #4, Due August 1st</td>
<td>Students will utilize a survey form to evaluate each faculty member; this is not a course evaluation but an assessment of each faculty member by the student body</td>
</tr>
</tbody>
</table>

Initial implementation of the plan was successful with significant faculty assent and participation. Rubrics were developed for each of the four evaluation cycles. (See Rubrics for Evaluation of Faculty) After each evaluation element is completed the faculty member meets with the Academic Dean and reviews the results of the evaluation.

In September of 2007 the faculty amended the plan to include the development of an Annual Personal and Professional Development Plan (APPDP). The intention was to review this plan at each annual evaluation review and for the document to serve as ongoing guidance for faculty development. The initial implementation of the APPDP was somewhat uneven, and again, did not include adjunct faculty. (See Rubrics for Evaluation of Faculty)

Additional challenges to the faculty evaluation plan were encountered as the serving Academic Dean (AD) resigned and an Interim Dean was appointed in fall trimester of 2010. This position became permanently appointed in 2011. Between 2010 and 2013 there were some irregularities in the faculty evaluation process. In the fall trimester of 2013 the position of Assistant Academic Dean (AAD) was added to the administrative structure. This individual was assigned responsibility for faculty development.
evaluation, including adjuncts. This allowed a re-start of the evaluation cycle using a standardized reporting form. (See Rubrics for Evaluation of Faculty)

The AAD began classroom evaluations for all faculty in Fall 2013, including those adjuncts serving at the WTS-Findlay and WTS-Scotland campuses. Given the 6 full-time and 19 part-time adjuncts this is a time consuming task but has generated many fruitful conversations. Adjuncts in particular report benefiting from opportunities to discuss their classroom teaching. Follow up interviews are conducted by the AAD and AD jointly.

As of the fall trimester 2014 all elements of the four-year cycle will have been completed and follow up evaluation interviews held with faculty, including all adjuncts. APPDPs are being further developed and implemented in the 2014-2015 AY.

**Students**

In 2007, with adoption of the CAP, the seminary faculty agreed on curriculum-wide student learning outcomes intended to foster vital qualities in all participants in WTS graduate-degree programs. (CAP) These outcomes are as follows:

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

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

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

A student’s matriculation progress is described in flowchart form which may be useful for reference in understanding the WTS model.
Students first encounter the Curriculum-wide Student Learning Outcomes (CWSLOs) during their orientation course, IS510, which is a required first trimester course for all WTS Masters students. D.Min orientation is the responsibility of the D.Min Research Project Coordinator. This orientation course is offered in two formats, one
classroom based and the other online. Both provide students with an orientation to key issues in theological education, practical details of their program, campus orientation, and orientation to the library collections, both physical and electronic. This initial orientation course has been well received by both students and faculty. Students in IS510 over the past three academic years indicated 89% satisfaction with the methods and content of the orientation course. This demonstrates the importance and effectiveness of this program addition.

CWSLO’s are also key in shaping the Ministerial Person course that is required in all masters’ level programs during a student’s first trimester of study. The Ministerial Person course introduces students to the concepts of personal spiritual formation, emotional well-being, care of the physical body, stewardship of time, experience of call, and personal identity: the Being components of the CWSLOs. This course incorporates review of the Profiles of Ministry I, which students complete in their first trimester, a Spiritual Gifts Inventory, DISC profile of personality types, and other tools and readings designed to support a student’s self-evaluative process. As a summative assignment students create a Growth Plan, which describes their intended formational journey as informed by lectures, textbook readings, evaluative profiles and tools, discussion, and journaling. This Growth Plan is reviewed during the PR, at the midpoint to matriculation, and is referenced a final time during Supervised Ministry in the M.Div and MAPT programs and beginning in the 2014-2015 AY, in the capstone course, Integrative Seminary in Formational Care, in the MAFM program. POM II interviews are conducted as a part of the Supervised Ministry program in the MAPT and M.Div programs as a tool to further enhance a student’s understanding of strengths and growth throughout their seminary experience. The POM II is not used for students in the MA(TS) program since this is not intended as a ministry oriented course of study. The POM II will be integrated into the MAFM Seminar for Formational Care.

The implementation of the Progress Review, first identified as the Middler Review in the 2004 CAP and 2007 Report on the CAP, has been a critical component in student evaluation across all programs. This review occurs at the mid-point of a student’s academic degree program. SAFE worked extensively in the time period between 2007 and 2011 fine-tuning the Progress Review process and assessment rubric. The Progress Review interviewer meets with each student at the identified mid-point of his or her program. These interviews, typically conducted face-to-face or occasionally by telephone or Skype, include review of the student’s Growth Plan, discussion regarding personal wholeness in areas such as boundaries and coping skills, spiritual wholeness, support and accountability, academic success, and areas of responsibility including financial responsibility, grades, and personal habits. (See Progress Review Rubric) The PR Interviewer also utilizes data collected by the Student Support Coordinator in the areas of financial responsibility, grades and personal habits using the records of seminary staff and faculty.
The Student Support Coordinator also maintains records regarding students who are identified by faculty as in need of academic remediation, time management assistance, or demonstrate other behaviors that place them at risk for academic or personal distress. Faculty are surveyed and provide this anecdotal information on a trimester basis as well as on an occurrence basis if the issue is significant.

This data is provided to the interviewer in summary form. These assessment points are directly correlated to the CWSLOs.

The PR Interviewer uses an approved rubric (See Progress Review Rubric) and makes a recommendation concerning each student. This may be a simple pass, a pass with faculty notification, or a fail with remediation plan. The results of the PR are shared
with the faculty at a regularly scheduled faculty meeting. In the event of a pass, no action is taken by faculty. In the event of a pass with notification, faculty and support staff briefly discuss areas of concern, noting possible necessary support or intervention, and sharing general information regarding their experience of the student. This results in increased faculty involvement with students who may be at risk for personal or academic distress. A student who receives a fail with remediation notation is referred to the Office of the Academic Dean. A remediation plan is completed which generally includes referral to off-site resources and may result in suspension of the student’s program until remediation is completed. Failure to complete remediation in a satisfactory manner may result in dismissal from the program. Instances of remediation are reported to faculty.

Currently, students in the MAPT, MAFM, and M.Div. programs are further evaluated in the Supervised Ministry Program as they enter into the final trimesters of their course of study. The Supervised Ministry Program requires students to take the POM II assessment tool and guidance is given by the instructor in comparing the POM I and POM II results. Areas in which further growth is desirable are identified and these become a facet in the design of a student’s Supervised Ministry Contracts for each of three trimesters. Additionally, SM students have individual and group contact with their instructor using both online and face-to-face methodologies. Site Supervisors also evaluate them and this feedback is discussed with the SM instructor at the close of each trimester. The SM syllabi center around the concepts of Knowing, Being, and Doing, with each cumulative trimester building on the concepts of the previous. (See previous data p.3-5)

In the fall of 2014, subject to approval by ATS and HLC, the MAFM program will transition to a model of practical ministry formation embedded throughout the program and cumulating in the Integrative Seminar in Formational Care. This curricular element, unique to the MAFM program, connects the student’s formational growth directly to the MAFM core courses, applying in each trimester the concurrent formational and practical skills gained by the student.

Another significant change in the fall of the 2014-2015 AY is the removal of the Theological Summit (TS) from all programs at WTS. Originally, the TS was intended to provide the theological reflection components that would augment each students SM experience. However, adaptation of the SM program under several coordinators resulted in an increased emphasis on theological reflection in this program that correlated directly to the students’ current practical trimester experience in a supervised setting. Evaluation by the Committee on Curriculum Review and Development (CCRD) in the spring of the 2013-2014 AY identified the TS program as an unnecessary duplication of student learning that was embedded into the SM program. Review of the Student Evaluations of the TS further clarified that students valued the community building aspects of the TS but did not consider the TS as a vehicle for formational growth or increase in their knowledge base.

The CCRD is in the process of designing methods for providing community life that replace this essential component of the student experience. Research has been engaged by a student, as a part of an Independent Study, which will provide additional feedback to this process.

The evaluation and subsequent elimination of the TS from the curriculum-wide program at WTS reflects the culture of assessment that has developed at WTS in the past
ten years. The concepts of “Plan, Do, Check, Act” have become normative language in the development and review of curriculum and programs.

In addition to these specific applications, CWSLO’s are reflected in all course descriptions approved since their inception. The Committee on Curriculum Review and Development, formed in spring of 2014, is beginning to review older course descriptions with the intent to harmonize all course descriptions with a Knowing, Being and Doing rubric. Each professor, in creation of syllabi, is asked to reflect on Knowing, Being and Doing outcomes within the specific course. While some courses tend to be more focused on one of the three outcomes the intent is for there to be some degree of correlation in all coursework. At the conclusion of each course students are asked to reflect on their growth in the Knowing, Being, and Doing CWSLOs as a part of course evaluations.

Each syllabus reflects student learning goals and objectives (outcomes) that are derived from the course description. Goals reflect the intended learning within the course while objectives define how a student will demonstrate intended learning.

Furthermore, faculty are encouraged to use standardized rubrics as they evaluate student work within courses. The use of rubrics increases the accuracy of student grades and helps reduce subjectivity in grading. This is an area where further faculty development is required for full implementation.

The use of the ATS Entering Student, Graduating Student, and as of the 2012 AY, the Alumni survey instruments provides another series of vectors for student evaluation. SAFE reviews the results of these survey tools and makes recommendations regarding courses and programs on the basis of the results. Summaries of ESQ, GSQ, and AQ data are shared with faculty on a regular basis.

The evaluation of student learning in the years between 2004 and 2014 reflects a gradual movement away from indirect to direct measure of learning as recommended by the 2004 and subsequent 2007 focused visit teams. More comprehensive evaluation and integration of the ESQ, GSQ, and AQ data will be necessary in the future. Longitudinal studies regarding student satisfaction have not yet been engaged in an ongoing fashion but will reveal significant trends.

Courses

At the conclusion of each course, both classroom based and online, students are provided with a course evaluation form. The course evaluation form has undergone several edits since its inception.

The course evaluation form initially contained three sections: Evaluation of the Course Learning in relation to the CWSLOs, Evaluation of the Instructor, and Evaluation of Course Learning in Relation to Achieving Course Goals.

The current course evaluation form evaluated and revised by SAFE in February 2014, contains four sections: Evaluation of the Course Learning in relation to the CWSLOs, Evaluation of the Instructional Methods and Procedures, Evaluation of Library Resources and Database Collections related to the course topic, Comments. These sections, with the exception of the comments section, provide the student with a five point Likert scale. This quantitative data is easily comparable from trimester to trimester, allowing an instructor to evaluate changes in course materials and methodology. The CWSLO data can be tabulated to allow CWSLO data across a discipline area, program, or within a single instructor’s teaching role. The library data will assist the WTS librarian.
in evaluating current holdings and will help guide faculty recommendations regarding future collection development. The comments section provides helpful qualitative data and serves as a source of information for instructors in making necessary changes to work load and materials within a course. It was determined that the previously existing evaluation of course learning in relation to achieving the course goals was entirely subjective, based on a student’s perception of learning and not subject to external validation. It is understood that a student’s learning in relationship to course goals is measured by the student’s success in achieving the course objectives. On a macro level this can be evaluated on a course-by-course basis through evaluation of student grades as compared to other groups of students. At the micro level this is the responsibility of the instructor and is a part of the evaluation of students, not of courses.

The standardizing of course evaluation forms will allow for the utilization of an online survey tool to collect and tabulate student evaluation forms. This will result in data
that is more easily manipulated in spreadsheet format and will be available to faculty with a shorter turn-around following the completion of the course.

The composite course data is provided to the President, Academic Dean, and Assistant Academic Dean. Significantly low scores in any of the evaluation areas will result in a meeting between the instructor and the Academic Dean to review the instructor’s plan for improvement of the course content and delivery method.

Program

At the end of each AY the CWSLOs are tabulated using a rubric devised by SAFE that measures a student’s growth throughout their program in achieving mastery of these outcomes. The resulting CWSLO scores are used to calculate student proficiency in each program. SAFE is in the process of developing a CWSLO process that collates multiple data points in each program on the basis of not met, met, or exceeded criteria.

Curriculum-wide Student Learning Outcome Scores 2011-2012

<table>
<thead>
<tr>
<th></th>
<th>Knowing</th>
<th>Being</th>
<th>Doing</th>
<th>CWSLO Score</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Div.</td>
<td>89</td>
<td>93</td>
<td>92</td>
<td>91</td>
<td>6</td>
</tr>
<tr>
<td>MATS</td>
<td>95</td>
<td>93</td>
<td>94</td>
<td>94</td>
<td>1</td>
</tr>
<tr>
<td>MACD</td>
<td>88</td>
<td>95</td>
<td>92</td>
<td>92</td>
<td>1</td>
</tr>
<tr>
<td>MAFM</td>
<td>97</td>
<td>96</td>
<td>N/A</td>
<td>96</td>
<td>1</td>
</tr>
<tr>
<td>D.Min</td>
<td>97</td>
<td>98</td>
<td>97</td>
<td>97</td>
<td>1</td>
</tr>
<tr>
<td>Averages</td>
<td>93</td>
<td>95</td>
<td>94</td>
<td>94</td>
<td>10 Total</td>
</tr>
</tbody>
</table>

Curriculum-wide Student Learning Outcome Scores 2012-2013

<table>
<thead>
<tr>
<th></th>
<th>Knowing</th>
<th>Being</th>
<th>Doing</th>
<th>CWSLO Score</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Div.</td>
<td>89</td>
<td>93</td>
<td>90</td>
<td>91</td>
<td>7</td>
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<tr>
<td>MATS</td>
<td>95</td>
<td>93</td>
<td>94</td>
<td>94</td>
<td>1</td>
</tr>
<tr>
<td>MACD</td>
<td>88</td>
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<td>92</td>
<td>4</td>
</tr>
<tr>
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<td>97</td>
<td>96</td>
<td>97</td>
<td>96.5</td>
<td>1</td>
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<tr>
<td>D.Min</td>
<td>97</td>
<td>98</td>
<td>97</td>
<td>97</td>
<td>3</td>
</tr>
<tr>
<td>Averages</td>
<td>93</td>
<td>95</td>
<td>94</td>
<td>94</td>
<td>16 Total</td>
</tr>
</tbody>
</table>

The rubric for each program was determined in conversation with each program director and demonstrates both coherence across all programs and flexibility in terms of the unique nature of each program and its core courses.

CWSLO scores for each program, along with completion rates for the graduates from each program, create a snapshot of Educational Effectiveness. This data is compiled by the Director of Assessment at the end of each AY, beginning in 2011-2012, posted to the seminary’s website and communicated to all faculty and staff via email. The Program Assessment Rubric is inserted below:
<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Knowing Outcome</th>
<th>Being Outcome</th>
<th>Doing Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dmin</td>
<td>Rubrics to be developed by faculty as each seminar is offered and evaluated. Goal is 95% proficiency</td>
<td>Rubrics to be developed by faculty as each seminar is offered and evaluated. Goal is 95% proficiency</td>
<td>Capstone Project rubric for the Research Project and Abstract Presentation is completed. Goal is 95% proficiency.</td>
</tr>
</tbody>
</table>
| MDiv           | A. Faith Statement Rubric is evaluated in TH 661. Goal is 85% proficiency.  
B. Composite Scores in the five Concentration Courses are developed when each course is offered. Goal is 85% proficiency. | Progress Review Rubric is developed at program midpoint. Goal is 85% proficiency.  
B. Supervised Ministry rubric is developed in Supervised Ministry. Goal is 85% proficiency. | Capstone Project rubric for the Ethics Symposium is evaluated in TH 664. Goal is 85% proficiency. |
| MATS           | A. Faith Statement Rubric is evaluated in TH 661. Goal is 85% proficiency. | Progress Review Rubric is developed at program midpoint. Goal is 85% proficiency.  
B. Supervised Ministry rubric is developed in Supervised Ministry. Goal is 85% proficiency. | Capstone Rubric for the Master's Thesis. Goal is 85% proficiency. |
| MAFM           | A. Faith Statement Rubric is evaluated in TH 500. Goal is 85% proficiency. | Progress Review Rubric is developed at program midpoint. Goal is 85% proficiency.  
B. Supervised Ministry rubric is developed in Supervised Ministry. Goal is 85% proficiency. | Capstone Project rubric for a formational counseling session. Goal is 85% proficiency. |
| MAPT           | A. Faith Statement Rubric is evaluated in TH 500. Goal is 85% proficiency. | Progress Review Rubric is developed at program midpoint. Goal is 85% proficiency.  
B. Supervised Ministry rubric is developed in Supervised Ministry. Goal is 85% proficiency. | Capstone Project rubric for Developmental case study. Goal is 85% proficiency. |
Administration and Staff

All administrative and staff positions are evaluated on an annual basis. The policy governing this process was established in 2002 by the President’s Council and is detailed in the Handbook of Operations. Each individual performs an evaluation of his or her immediate supervisor according to the Organizational Chart. (See WTS Organizational Chart)

The President is evaluated by his immediate employees and by the Vice-Presidents for Institutional Advancement (VPIA), Academic Advancement (VPAA) and the Scotland Campus Initiative (VPSCI). Senior Administrators are reviewed by the President.

All other staff persons are reviewed by their immediate supervisor. Each individual performs a self-evaluation, which is provided to the immediate supervisor. The supervisor also completes an evaluation of each staff person. Employee review meetings are conducted during a predetermined time period in March of each year. All evaluations are completed and signed, by both the employee and supervisor, and filed in the Human Resources Office. (See Annual Development Evaluation)

As a part of this annual review process all job descriptions are reviewed by both the supervisor and employee. In the event that necessary changes are noted these are agreed upon by both parties. These job descriptions are also filed with HR.

Trustees

The Board of Trustees is evaluated by The Committee on Trustees, which is charged with nominations, appointment of members to various committees, appointments of Trustees to emeriti and honorary status, and for reviewing trustees’ performance. Five members of the Board of Trustees constitute The Committee on Trustees: two members of the Administrative Council and three at large members from the board. The President of the Board serves as an ex-officio, nonvoting member of the committee. These reviews are scheduled as interviews during the board’s regular meetings. (See Board of Trustees Meeting Agendas)

President

The President reports to the Board of Trustees and in this sense is accountable to the Board of Trustees as a whole. Further, the President receives annual performance reviews from the Vice-Presidents who make up the President’s Council. These evaluations are carried out in the same time period as other annual reviews and are filed with the HR Coordinator. In order to ensure accountability to the Board of Trustees the evaluations of the President by his or her immediate subordinates are shared with the Chairperson of the Board of Trustees. Additionally, the Board of Trustees has as its responsibility appointment or dismissal of the President if due cause for such is shown. These procedures are documented in the Handbook of Operations. The President makes regular presentations to the Board of Trustees at each regular meeting and via the Executive Committee as requested in order to ensure clear communication regarding the needs and activities of the seminary.
Summary and Recommendations from Chapter 1--Purpose, Planning, and Evaluation

Main Strengths: WTS, in the past ten years and in its embedded DNA, reflects a willingness to evaluate and change programs, locations, and venues for theological education. This flexibility of spirit and ability to weather change suggest that WTS will continue to thrive even in these difficult times.

Recommendations:

• Following the 2014 self-study visits by ATS and HLC the Comprehensive Assessment Plan should be reviewed and edited to reflect a trajectory for assessment that incorporates strengths and challenges identified in the self-study process. (Director of Assessment and SAFE)
• Continued review of the strategic plan by the Board of Trustees and President’s Council
• Review and Revision of the Handbook of Operations per the instruction of the Board of Trustees
INSTITUTIONAL INTEGRITY

Integrity in Internal Relationship

Institutional Perspective
WTS is mandated by the CGGC to fulfill its charter as noted in the Constitution of the Churches of God, General Conference. “The control and direction of Winebrenner Theological Seminary shall be vested in a Board of Trustees of twenty-one members. The Executive Director of the General Conference shall be a member by virtue of the office and two members at large from the Administrative Council shall be elected by the Administrative Council. The other eighteen members shall be divided into three classes of six each, and, thereby preserving continuity on the Board, the six members of each such succeeding class shall be elected each year for three-year terms by the Administrative Council. The Administrative Council shall determine matters concerning qualifications of trustees, regional representation, and nominations of trustees and shall nominate the trustees not previously designated.” (CGGC Constitution 12.02.01) The methodology for fulfilling this charter is articulated in the Handbook of Operations, which was approved by the Board of Trustees in November of 1998 and most recently amended 11.02.12. The perspective of the institution is guided by the Mission Statement, Corresponding Values, Statement of Faith, and Standards of Life described in the Handbook of Operations and also included in the Student Handbook and Catalog. (See p.17 and 97) This Mission Statement, corresponding values, statement of faith and standards of life were most recently amended by the Board of Trustees on 11.04.11.

Trustees
The Handbook of Operations contains the institution’s Bylaws which describe the role of the Board of Trustees, the election and terms of membership, policy for filling vacancies, categories of trusteeship, powers and responsibilities of trustees, officers of the Board and their duties, duties of the President, meetings of the Board and their format, committees of the Board and their functions, policy on indemnification, conflict of interest, affirmation, and procedure for amendments of the bylaws and constitution.

Financial Policies
The Finance and Business Affairs Committee of the Board of Trustees has approved several financial policies. These cannot be changed except by approval of the Finance and Business Affairs Committee and the Board of Trustees. The Handbook of Operations describes policies related to contribution to the seminary with details regarding unrestricted, temporarily restricted, and permanently restricted contributions. Gifts in kind, gifts in service, and gifts to individuals are addressed. A separate policy addresses the investment plan of the seminary.

WTS is a member of the Evangelical Council for Financial Accountability and submits itself to external audits. WTS is registered with IRS and Annual Revenue and Expense data is reported in each calendar year.
Faculty

The *Handbook of Operations* defines policies for employment with regards to faculty. Policies contained therein include: academic freedom, appointments, rank, evaluation, dispute resolution, faculty advancement, contract renewal, probation, termination, resignation, retirement, sabbatical leave, and leave from duties. Information is also provided regarding benefits including medical insurance, long-term disability, and tuition exchange with UF, Tuition waiver, and housing allowance. Additional information is available regarding outside employment, professional growth and development, and basic operational procedures. This document is also available in the *Faculty/Staff Resources Organization* located on Blackboard.

Administration and Staff Policies

The WTS *Handbook of Operations* includes a policy for performance appraisal, which is applied to all administrators and staff. Additional polices described employment in general terms and also specific details of polices regarding grievance, harassment, sabbatical leave, conduct, and general personnel policies.

Students

The *Student Handbook* and *Academic Catalog* (See pp. 98-101) provide information regarding ethical behavior, gracious language, grievances, and other issues of community life. Policies for student tuition refund, transfer of credit, advanced standing, use of instructional technology, internet use, digital media, and financial aid are defined in the *Student Handbook* and *Catalog*. (See index of Student Handbook and Catalog) These are published in hardecopy and also provided electronically via the website, and available electronically via the online *Student Resources Organization* in Blackboard.
Institutional Diversity

WTS is committed to diversity within the bound of a generous evangelicalism. Its programs are committed to the training of the whole person. In admission and programming it does not permit discrimination of the basis of race, national or ethnic origin, gender, or denomination affiliation. The educational objective for all students is the same: the acquiring of knowledge and skills needed for effective work in Christian service.

The WTS student population compares favorably to member schools within ATS in terms of racial diversity. According to WTS data for entering students in the fall of 2012, a population of 78 students enrolled in degree programs included 15 students who self-identified as black and 61 who self-identified as white. This data provides a 19.7% enrollment of black students in that academic year. This can be correlated with all ATS affiliated students in the 2013 AY in which 18.31% self-identified as black.

In similar fashion, the WTS student population compares favorably to member schools within the ATS community in terms of gender diversity. In 2012 30.8% of students were female and male students represented the remaining 69.2% of the student body. This correlates with the composite ATS data in which 33.97% of students were female and the remaining 66.03% were male.

WTS faculty, presently 6 full-time positions and 22 adjuncts in the 2013-2014 AY, reflects a largely male population. Of the 6 full-time faculty members only one is female. The 22 adjuncts reflect a greater percentage of female to male instructors with a 30% female to 70% male ratio.

Of concern is the significant lack of individuals who self-identify as non-white among the teaching population. This is to some degree a result of the surrounding population from which adjuncts are drawn. WTS is aware of the need for greater diversity and seeks where possible to increase the percentages of diverse ethnicities and races. Recent faculty searches did not result in receipt of applicants of color. This remains an area where more focused attention is needed.

More diversity is reflected in the staff and administration of the seminary. Both the institutional advancement and academic advancement have a high proportion of women to men. However, all vice-presidents are male Caucasians. This continues to be an area of challenge for WTS.

Integrity in External Relationship

Denominational Affiliation

WTS is affiliated with the Churches of God, General Conference. Winebrenner Theological Seminary is an evangelical seminary committed to a biblical, servant-leadership style of ministry. The seminary values personal wholeness—spiritual, emotional, social, intellectual, and physical—whereby men and women realize their potential as maturing individuals in Christ. By focusing on the practical and meaningful activities of ministry, the seminary seeks to equip servant-leaders for the various vocations in the church. Winebrenner Seminary is a community where students, staff, faculty, and trustees seek to demonstrate the reality of their life in Christ by responding to each other as Christ would. The programs and content of theological education in the
The seminary requires embodiment of the heritage, the theological position, and the institutional form of the Churches of God, General Conference as these relate to the church's expectation concerning the practice of ministry. The seminary Statement of Faith reflects an evangelical perspective that is in alignment with that of the supporting denomination.

The seminary is understood to belong and be held in trust for the Churches of God, General Conference by the Board of Trustees who are charged with managing and controlling the business, academic, and other affairs of the seminary. No board or committee of the seminary may dissolve the institution without a concurring vote of the General Conference of the Churches of God. Members of the Board of Trustees are elected by the Administrative Council of the Churches of God, General Conference. The Director of the CGGC is a member of the board by virtue of his or her office. At least two-thirds of the 21 trustees must be members of the CGGC.

Cooperative Agreements

WTS has a formal cooperative agreement with The University of Findlay, which is defined by a legal document. This agreement describes the rights and privileges of each institution as well as the obligations and responsibilities of each entity. The agreement is reviewed periodically by the President’s Council and Board of Trustees.

A more specific agreement describes the integration of the WTS Library collection with the Shafer Library collection at The University of Findlay. This document is reviewed periodically by the WTS Librarian.

WTS has an articulation agreement with United Theological Seminary in Dayton, Ohio, which describes transfer of credit agreements between the two institutions regarding the M.Div. degree. (See United Articulation and UTS-WTS Cross-Registration Agreement)

WTS provides adjuncts to the University of Findlay BARS program through inclusion of BARS students in masters’ level courses offered by WTS. This is noted on the UF Religious Studies page as a point of programmatic excellence. (http://www.findlay.edu/liberalarts/religiousstudies/Points-of-Pride/)

Accrediting Agencies

WTS participates fully in relationship with ATS and strives to communicate honestly and directly with the Board of Commissioners. Appropriate petitions are submitted for changes to the institution or its programs in a timely fashion. Requests for information are responded to by the appropriate individual within the WTS institutional structure. WTS is committed to cooperation with the Board of Commissioners in the preparation for and conduct of this and other accrediting visits. WTS affiliation with ATS is noted on the WTS website as a demonstration of this relationship. (http://www.winebrenner.edu/AboutWTS/AccreditationReportsandInformation.aspx)

WTS conforms to ATS standards and procedures as attested by its comprehensive 2004-self-study report and its ongoing efforts to improve and enhance the institution, and its programming, with a continual improvement perspective. Initiatives to augment and advance the institution and its programming include the Executive Report on Institutional Planning submitted to ATS and HLC in October of 2006. Additionally WTS has conformed to all ATS and HLC requests for monitoring reports regarding specific issues.

WTS is committed to a relationship of integrity with the HLC as an accrediting body. All requests for information are responded to by the appropriate WTS representative in a timely and accurate fashion. WTS will submit a self-study report to HLC and submit to a comprehensive assessment team visit in October of 2014.

WTS conforms to the criteria of HLC as attested by ongoing reporting in key areas as requested by this regional accrediting body. WTS is in full compliance with requests for monitoring reports and has cooperated in focused visits related to areas of finance and enrollment in the recent academic year. This compliance is noted on the WTS website through the display of the HLC seal of accreditation. (http://www.winebrenner.edu/AboutWTS/AccreditationReportsandInformation.aspx)

State and Federal Authorities

WTS seeks to comply fully with all state and federal regulations that govern its functions. WTS is chartered by the State of Ohio and has received a Certificate of Authorization from the Ohio Board of Regents. It is approved to offer 5 graduate degrees and for a Comprehensive Distance Education Program. WTS is also chartered by the Commonwealth of Pennsylvania and has received a Certificate of Authorization from the Pennsylvania Board of Regents. In Pennsylvania WTS is approved to offer two graduate degree programs. WTS is additionally recognized by the Veterans Administration and is authorized under federal law to enroll international students at the WTS-Findlay campus.

WTS has established policies and processes for its governing board spelled out in the Constitution and Bylaws of its Handbook of Operations. It is the board’s stated responsibility to make policies and exercise responsibility for sound management in accordance with the seminary’s stated mission statement.

Public

The primary media of published materials regarding WTS are the institution’s website and WTS Graduate Catalog and Student Handbook accessible on the institution’s website. Both media provide information on charges and fees, including refund policies and policies related to the admissions process.

The Vice President of Academic Advancement (VPAA) and the staff of the Office of the Academic Dean, in conjunction with degree program directors and the Registrar, are responsible for the accuracy of information published in the Graduate Catalog and Student Handbook. The content is reviewed annually by the Academic Advancement Committee and necessary changes made before the Catalog is published for the next academic year. Throughout the academic year the Registrar notes needed changes to the
Catalog while the Academic Advancement Coordinator notes changes needed in the Student Handbook.

The Coordinator of Admissions, Marketing, and Church Relations maintains and updates the website, reviewing all changes in publication details with department heads or senior administrators.

In public documents including the website the seminary employs gender inclusive language. The WTS Student Handbook and Handbook of Operations contain a policy reflecting the need for gracious language with regards to gender, race, age, physical limitations, and economic conditions.

Summary and Recommendations from Chapter 2—Institutional Integrity

Main Strengths: WTS practices integrity in its internal and external relationships. As a church-related seminary WTS recognizes and consciously maintains its historic ties with the CGGC. The Board of Trustees serve as keeper of the vision with responsibility for oversight of the institution as a whole. WTS identifies its mission clearly and seeks to align its activities in all areas with that mission. WTS emphasizes integrity and high ethical standards for faculty, staff, administrators, and students. Handbooks for students, faculty, staff, and administrators provide clear policies and guidance. It models this integrity through transparent communication with the various constituencies that form its public.

Recommendations:

- Continued review of the internal policies and procedures by the Board of Trustees and President's Council
- Seek opportunities to express a commitment to diversity in all areas of the institution.
THEOLOGICAL CURRICULUM: LEARNING, TEACHING, AND RESEARCH

In seeking to fulfill the mission of WTS, “serv(ing) God's mission of reconciliation in changing the world by preparing servants of the Lord Jesus Christ to lead the Church” WTS recognizes that key elements of theological education, regardless of the course of study, include not only an ability and tendency toward theological reflection and acquisition of wisdom and knowledge but also growth in individual spiritual formation, awareness and appreciation of diverse faith traditions including one’s own, and the skills and abilities necessary to express this knowledge and spiritual growth through the process and practices of a faith community. Theological education encompasses far more than just knowledge of theological positions. To this end the seminary seeks to express a philosophy of education that summarizes the overall nature of the WTS DNA with specific reference to growth through curriculum and through community life. WTS understands theological education to be holistic, formational, practical, and continual.

3.1 Goals of the Theological Curriculum and Philosophy of Education

1. Theological education is holistic. Beyond mere competence as measured by the completion of a program of studies and activities, it fosters persons of deep spiritual commitments and maturity in all dimensions of life. Theological education prepares servants of the Lord Jesus Christ to lead the Church in communal, individual, and cultural transformation. Such preparation involves thorough and integrative study and reflection respecting the various theological disciplines. It forms and informs the process of developing Christian wisdom and wholeness.

2. Theological education is formational. It shapes character and understanding, emphasizing development and integration of academic content and applied skills. Theological education is best understood as faith-seeking-understanding (and application) via a community learning environment. It promotes formation of an organized, integrative, and thoroughly biblical-theological view of life. Students will be persons empowered by the Holy Spirit who (a) express God’s calling on their lives, (b) operate from a biblical and theological basis, (c) seek to love God with their intellects, (d) employ wisely the practical skills gained, and (e) know, be, and do in the context of community, all with respect to participating in the triune God’s mission of reconciliation.

3. Theological education is practical. Students develop skills for serving God, the Church, and the world. Theological education takes seriously the call to incarnational and missional work in various contexts, understanding ministering as a normative Christian response to the grace of God. It culminates in wise and skillful application of learning.
4. Theological education is continual. Students typically become lifelong learners. They develop the skills of inquiry, a basic foundation of knowledge, and the ability to explore and evaluate continually new knowledge and understanding as followers of the master teacher, Jesus Christ.

3.2.1 Learning

These emphases are reflected in student course evaluations across the curriculum. Beginning in 2007 course evaluations asked students to reflect on their growth using the CWSLOs of Knowing (Practice Generosity), Being (Seek Wholeness), and Doing (Live Missionally). These correlate to the philosophy of education that seeks to replicate students who have received a theological education which is formational, holistic, and practical.

The standardizing of syllabi across all courses taught at the seminary and the use of a template each trimester to ensure this coherence has been a significant improvement over the previous system of varied and individualized syllabi. Prior to approval for use all syllabi are reviewed by the Academic Dean or Assistant Academic Dean. The Academic Advancement Coordinator also reviews syllabi and ensures coherence to the template and standard policies of the seminary.

Course descriptions are approved by faculty vote and attention is paid to ensure that all descriptions reflect the institutional CWSLOs of Knowing, Being, and Doing. The Committee on Curriculum Review and Development are reviewing course descriptions and will make recommendations for modifications where descriptions do not reflect the CWSLOs.

The increased attention to syllabi, course descriptions, course evaluations, and increased standardization has resulted in a clearer picture of the learning that is taking place at WTS.

Evidence of this learning can be demonstrated through the responses of graduates in the 2009-2013 AY GSQ surveys and the 2005-2006 and 2006-2007 AY Alumni surveys further reflect the successful embedding of the institution’s philosophy of education and CWSLOs which reflects goals, process, and practices leading to the attainment of a theological understanding in alignment with the ATS Standard reflected in 3.1.1.

Theological education is holistic and formational

WTS seeks to provide a theological education that considers the whole person, seeking to grow knowledge and also affect the spiritual formation of the individual. Beginning in 2004 an increased emphasis on spiritual formation, with each professor challenged to integrate some element of spiritual formation within each course taught, has resulted in the augmentation of a theological education that, while remaining academic, is also formational in emphasis.

Table 19, of the ATS GSQ, Overall Experience during Theological Program, reflects average scores in the 4.3-5.0 range for the statement “I have been satisfied with my academic experience here.” This demonstrates that WTS students report a subjective sense of being the recipients of growth in knowledge.
It is of interest that Professional MA students report slightly lower satisfaction levels. This may be the result of differences of expectations in terms of educational goals of the Professional MA students who tend to be more focused on practical ministry experience.

The Alumni surveys also reflect high satisfaction rates with reference to “understanding of religious heritage and understanding of cultural context of religious work.” Both the 2005 and 2006 AQ report scores of 3.0 on a 4.0 and 2.5 on a 3.0 scale. Given that these samples pre-date the full standardization of syllabi, course descriptions, and student evaluation processes it will be necessary to consider the data in later AQ survey instruments for comparison to this sample.

Table 19 in the ATS GSQ also reflects average satisfaction scores of 4.5-5.0 regarding the statement “I have grown spiritually.” Given the emphasis on spiritual formation across the entire curriculum it is encouraging to see that students are aware of this growth and report the same. The high scores in this survey question reflect the emphasis on theological education as both holistic and formational.

The Alumni surveys also reflect very high satisfaction rates with reference to “development in personal and spiritual formation.” Both the 2005 and 2006 AQ report scores of 3.6 on a 4.0 and 2.8 on a 3.0 scale. Again, further evaluation of this emphasis will be needed as later AQs are collected.

**Theological education is practical**

The statement “I have been able to integrate the theology and practice of ministry” serves as a measure of the more practical implications of the curriculum. In reference to this statement student satisfaction scores are in the 4.0-5.0 range. The variation in range in this area, and several significantly low scores in the 2009-2010 AY, as well as consistent scores in the 3.0-4.5 range for the statement “Field education/internship has been a helpful experience” have resulted in changes to the Supervised Ministry curriculum in the 2013-2014 AY with further evaluation and change anticipated in the 2014-2015 AY. Further measurement and comparison of these markers will assist in evaluating the success of these modifications.

**Theological education is continual**

Continuing education at WTS has followed a traditional model, with several educational events offered in each academic year. These tended to be moderately well attended with participants drawn from alumni, current students, and area clergy. The responsibility for continuing education moved from IA to AA in 2009 and was added to an existing support person’s job description. Substantial decreases in budgets for continuing education events as well as the re-assignment of this task to an already part-time staff person resulted in less focus that continuing education needed to prosper. It became clear in the 2012-2013 academic year that change was needed.

In 2004 the self-study report makes passing reference to the desire for an Institute for Continuing Education that would “equip those in ministry with skills to minister in today’s culture.” (WTS 2004 Self-Study Report) In 2014 this has moved closer to a functional reality with the creation of the Leadership One program. Leadership One has initially sponsored the Willow Creek Global Leadership Summit in the summers of 2013 and 2014. The follow up luncheons to the GLS have seen attendance growing from an
initial 35 at the first to 125 at the second, and 56 at the most recent luncheon. Those in attendance include clergy, alumni, area business leaders, and WTS faculty and staff.

Funds from the Lilly Endowment’s Economic Challenges Initiative will allow for the creation of a part-time position in which a portion of the individual’s job description will include continuing education events. These will be coordinated with the Leadership One program coordinator. The reassignment of continuing education to IA, and its inclusion with alumni affairs and community relationships seems a more natural fit than the previous AA assignment. In addition to the successful GLS based events there will be a focus, again through the Lilly Endowment, on the development of financial literacy materials for use in continuing education. The dual efforts of the Leadership One Coordinator and the alumni and continuing education support staff person will result in a more robust continuing education program in the years to come. (See Continuing Education Event Summary for 09-13 offerings)

Learning Evidence evaluated by the Progress Review and Capstones

The 2004 self-study report recommended the implementation of “faculty evaluation of student ministerial competence.” SAFE was charged with the development of a methodology and assessment tool for this implementation. It was determined that in addition to the evalulative data available through each course’s student evaluation and student grades on a per program basis, a more comprehensive evaluation of a student’s competence was needed.

The Middler Review (renamed Progress Review [PR]) was developed in 2007 for deployment at the mid-point of a student’s program of study, 45 credit hours in the M.Div. and 30 credit hours in both Academic and Professional Masters programs other than the M.Div. It utilized a rubric developed by SAFE to ensure each student’s experience was standardized. The PR Interviewer met with each student for an hour and reflected with them on their growth and competence for ministry. Each interview was documented by the interviewer and the results shared with the student. The interview also connected goals set in the Ministerial Person class that were required for each student at the beginning of their seminary experience.

Initially the PR reflected a theological framework, seeking direct correspondence to the CWSLOs of Knowing, Being and Doing and referencing understanding of theological disciplines such as Bible, theology, church history or spirituality. The execution of the PR in the 2007-2008 was somewhat uneven due to a change in evaluators and a lack of clarity regarding the intent of the process. In evaluating this initial review process it was determined that the focus was too narrow and moreover, duplicated assessment questions were being asked in each course evaluation.

The next version, created in 2009, also focused across the CWSLOs of Knowing, Being and Doing but did not seek to evaluate theological learning but rather a student’s sense of competence in areas of knowledge acquisition, personal formation, and practical application.

In reviewing the PR process in 2010, SAFE determined that the review needed to be simplified for better use by the interviewer. Moreover, SAFE recognized the need to focus the Progress Review more directly on a number of measures that indicate student competence and are better indicators of a student’s ability to successfully complete their program and enter into a ministry setting equipped to serve. These markers of goal
attainment, referencing the goals set in Ministerial Person, (personal wholeness, spiritual formation, support, and accountability), academic program and responsibility, still reflect the overarching CWSLOs of Knowing, Being, and Doing but use language that is descriptive of each CWSLO rather than the language of the CWSLOs themselves. Conversation began at this time regarding the use of the PR to not only measure competence but also to close the evaluative loop by making recommendations regarding a student progression in their program. Additional assessment by SAFE during the 2010-2011 AY resulted in the decision to add a recommendation to the interview process. Each student would receive a notation of “Approved as candidate” “Approved with suggested remedial steps” or “Required remediation before approval is granted.”

Areas of possible remediation were determined including external counseling, academic counseling through the Office of the Academic Dean or by the program director, spiritual direction or pastoral counseling with internal faculty or staff, financial counseling through the business office, and/or counseling related to time management or issues of attitude to academic work through the Student Support Coordinator. A referral form with signature by the Academic Dean and the student was developed to track remediation.

In the 2011-2012 AY, at the recommendation of SAFE, all PR results were shared with the faculty in executive session on a trimester basis. This resulted in further discussion regarding the need for better communication between faculty, staff, and administration regarding the progression of a student through their academic program. At this time no student had received remediation since the majority of concerns did not rise to the point of needing significant intervention. This conversation continued until the 2012-2013 AY.

In the 2012-2013 AY SAFE reviewed the PR again and determined that additional data was needed for effective use of the PR. The Student Support Coordinator (SSC) had been tracking active anecdotal records regarding student issues observed by faculty for a number of years. This system allowed her to identify students who were at risk for academic or personal failure. Her process included faculty making referral of students for issues of tardiness, absences, issues with writing skills, and other academic deficits. These referrals were purely voluntary on the part of faculty. Some faculty made frequent referrals while others rarely used her services. SAFE identified that a more effective process could be developed which would support the PR process and also improve a student’s potential to learn.

The SSC began to send a reminder email each trimester to all teaching faculty, full-time, part-time and adjunct, reminding them of her services and requesting a post-trimester summary sheet of students with ongoing patterns of academic or personal difficulty. (Student Observation Reminder and Sample, included on pg13) As names were identified for PR the SSC shared basic concerns with the PR interviewer prior to the PR meeting with the student. SAFE identified other staff persons who might have information critical to evaluating the student across the CWSLOs of Knowing, Being, and Doing. The SSC surveyed the Registrar regarding GPA, the financial aid officer and business office regarding financial delinquencies, and correlated this information with her own student support records of faculty concerns.
Closing the loop on the student’s progress across a variety of measurement points has provided the PR interviewer with a more complete snapshot of a student’s potential areas of challenge.

An additional adjustment to the process took place in the 2013-2014 AY at the request of faculty. Students are now identified by “Pass” “Pass with notification” or “Remediation required”. A pass with notification results in faculty being made aware, in executive session, of concerns related to the student. The student receiving a pass with notification is required to attend an interview with the Academic Dean in order to discuss areas of concern. Lack of attention to the area of concern may result in further intervention by the Office of the Academic Dean. “Remediation required” status is reserved for students who do not demonstrate significant growth in personal and ministerial goals, academic success, personal formation, or where concerns exist about the ability of the student to successfully meet program expectations. Students who receive remediation status must complete the assigned remediation. Failure to do so may result in discontinuation of the program of study until the student is compliant or in dismissal from the seminary in extreme cases.

SAFE changed the nomenclature to Progress Review (PR) in order to be more descriptive of the event and consequences. The 2014-2015 Academic Catalog will include an updated description of the Progress Review and a step-by-step process description has been provided to all involved staff members to clarify the process. (See Academic Catalog p. 43)

The gradual evolution of the PR reflects the ongoing commitment of the WTS community to effective assessment of its internal procedures. The process reflects the use of a Deming Circle—Plan, Do, Check, Act—(PDCA) model. The success of this model is encouraging as WTS seeks to develop an environment of assessment at WTS.

In similar fashion, SAFE has developed CWSLO rubrics for each graduate program at WTS. A specific course or activity has been identified as the evaluative point for Knowing, Being, and Doing Outcomes on a programmatic basis.

The Knowing outcome for each of the Master’s level programs uses a faith statement grade, generated in the appropriate theology course. Given the nature of theological education this assignment reflects the convergence of knowledge related to Bible, theology, history, and spiritual formation courses.

The Being outcome is generated by the success percentage assigned to each student in the Progress Review process. This review serves to evaluate the formation of the student across a variety of markers. A secondary grade is developed for Being during the student’s Supervised Ministry program. These are averaged to reflect a percentage of success in areas of personal formation and development of a character congruent with the needs of vocational ministry.

The Doing outcome varies on a program-to-program basis. However, each program has developed a unique capstone experience which shares the following characteristics:

a. Assess the programmatic student outcomes in the area of doing.

b. Generate an artifact (document, recording, and/or product) that can become part of a student portfolio.

   i. Other portfolio items may include Student Goals from Ministerial Person, Progress Review, Supervised Ministry Evaluations, Faith
Statements, and other artifacts which demonstrate a student’s proficiency in the areas of being and doing.

c. Serve as an assessment of the success of the program in meeting the institutional mission statement and core values.
d. Include a component of presentation designed to demonstrate the connection between Knowing, Being and Doing student outcomes.

The D.Min program uses rubrics developed for each Biblical Research Seminar to generate a knowing score. The Core Seminars generate a score for being since these are more formational in focus. The Doing outcome for the D.Min program is generated by the research project and abstract presentation scores.

CWSLO scores for the 2011-2012 and 2012-2013 AYs reflect student attainment at or above the proficiency goal levels identified by SAFE. The goal of 85% proficiency for the Masters level programs and 95% for the D.Min program represent a B level and A- level respectively.

The implementation of the CWSLOs and their evaluation through PR, Supervised Ministry, Capstone, and other measurement points has proved an effect measure of both qualitative and quantitative indicators of student success in achieving the CWSLOs defined as core measures of the WTS curriculum in all programs.

The CWSLO measures correlate with the data collected in the ATS GSQ survey instrument. WTS students report an average satisfaction of 4.0 on a 5.0 scale on Table 12 as average over the 2009-2010 through 20012-2013 AYs which corresponds to our Being CWSLO assessment points. On Table 13 WTS students, reporting in the 2009-2010 through 20012-2013 AYs, indicate an average satisfaction of 4.1 on a 5.0 scale for those markers that correspond to our Knowing CWSLO and a 4.0 on a 5.0 scale for those markers that correspond to our Doing CWSLO.

This suggests that WTS meets and exceeds basic measures of Knowing, Being, and Doing across all curricular programs. There is certainly room for improvement but this data when considered in reference to the CWSLO data collected through the assessment plan at WTS indicates consistency of learning.

However, as WTS continues to modify programs and to add programs to the current course offerings the challenge of evaluation of CWSLOs will become more complex. It will be necessary to continue comparison of in house data against the ATS survey tools to verify ongoing achievement and learning.

The proposed revision of the MAFM program uses an integrated SM component within each of five core courses. While the program director is confident in the ability of this delivery system to provide students with equivalent practical experiences, the evaluation of that learning will require assessment of five data points as opposed to the three points currently collected in SM.

The proposed revision of the MATS program eliminates the Supervised Ministry component and replaces it with more direct engagement with the program director and readers as the student prepares their thesis. It will be necessary to develop assessment tools that reflect the unique nature of the experience for the MATS student.

The proposed addition of the MACC program will require integration of an assessment model that reflects our core mission and identity as an evangelical seminary with the existing coursework and evaluative tools of a clinical program.
The experience of SAFE in planning, initiating, evaluating, and revising the existing PR and CWSLO models will provide necessary guidance to this process. Focused attention will be required in this area as a part of ongoing assessment of student learning.

3.2.2 Teaching

As indicated above, WTS understands the need for learning to involve the whole person, reflecting growth and change in spiritual formation, knowledge acquisition, and practical ministry skills. The diversity of learning required by students seeking a theological education requires by necessity creative and diverse approaches to teaching while still reflecting best practices that result in a high standard of pedagogic methodology.

The 2004 self-study report noted that instructors engage a variety of methods in teaching, including but not limited to lecture, small-group discussion, class discussion, electronic media (video and audio), journaling, triads, group presentations, individual presentations, case study reflection, prayer, worship, profiles using prepared tools, online discussion boards, online journaling, collaborative online wikis, close reading of the biblical text, and role play. A review of syllabi for any given trimester reveals a significant variation in the teaching methodologies employed at WTS. This variety of approaches ensures that students will remain engaged learners and that multiple learning styles are supported across the curriculum.

Students, as part of each course evaluation, provide feedback to instructors regarding the methods used in the course and their effectiveness. In addition to a Likert scale rating students also have opportunity to list the three most effective items in each course. This results in rich feedback for instructors and the ability to continue to adjust the teaching methodology to reflect the learning needs of the student. This student-centered learning methodology results in a more effective learning environment in which each student is valued and instructors are given latitude to develop methods appropriate to their area of instruction.

The decade since 2004 has seen several significant changes in teaching at WTS. In 2004 few courses were offered online. Today all students at WTS will take a least one online course and many will complete significant portions of their programs online. (This varies according to the program and the specific degree standards that apply.) Some instructors teaching in face-to-face classrooms are adding online extensions to their course, which allow for easy exchange of materials with students and ongoing discussion among students in the same class.

WTS, as a part of its collaborative relationship with UF, uses Blackboard as the Learning Management System (LMS) for all its online classes. Professors can attend training sessions offered by UF or receive one on one instruction from UF’s department of Academic Technology Services (ATS).

All WTS online classes have the Assistant Academic Dean available in the LMS classroom as both academic support to the instructor and to facilitate any necessary review of online methodology. As more courses move online it is necessary to support the professional development needs of faculty.

The Assistant Academic Dean has been tasked with the future development of a comprehensive program for faculty development. At present, faculty development is
Courses are scheduled during three 12-week trimesters. Classes are scheduled on Monday evening, Tuesday three sessions (morning, afternoon, and evening), and Thursday evening. Each class session is 3 hours in length with no scheduled breaks. Students are expected to complete additional work each week in preparation for class. The Tuesday all-day schedule is challenging to the stamina of both students and faculty. However, a one hour lunch break, and one and ½ hour dinner break are designed to provide opportunities for refreshment and informal engagement between students and their peers as well as students and faculty.

Courses at the Scotland PA campus are offered on Tuesday and Thursday evening and are currently limited to occasional offerings. When approval is received for more regular offerings, the Scotland PA campus will mirror the Findlay campus with the majority of classes taking place on Tuesday (all day) and Thursday evening. This similarity of model aids in maintaining a uniform schedule and ease of registration.

Intensive courses are taught both on a week-long and hybrid weekend model. The intensive week classes meet Monday-Friday, 8:00 am to 5:00 pm with a one hour lunch break. The hybrid weekend model includes three weeks of online course work, 19 face-to-face hours over a Friday, Saturday, and Sunday, and followed by three additional weeks of online course work. This model has initially proven popular with students who...
are currently serving in pastoral settings or otherwise engaged in full-time employment
since it reduces the number of vacation days required to attend the course.

Occasionally, intensive courses are taught at locations other than the WTS
Findlay or Scotland campuses. These are typically located at retreat centers. In these
instances the instructor modifies the schedule to reflect the setting but still incorporates
an appropriate number of teaching hours.

This course schedule is not without its difficulties. Students report fatigue on
Tuesdays when attending all three class sessions. Instructors rarely teach all three slots
and are less impacted by class fatigue. The lack of scheduled classroom break further
impacts this reality.

The 2004 self-study noted a lack of elective opportunities as an expressed concern
of students. The development of online courses and intensive courses has allowed for
increased opportunities for elective courses that fit a variety of student schedules.

Course development at WTS in the past decade has moved through a number of
phases. Typically, new courses in the early 2000’s were developed as the result of a
faculty member’s particular interest or scholarship. Offerings varied substantially in their
application to program needs. The late 2000’s and the most recent decade reflect a more
deliberate approach to course development and review. The Assistant Academic Dean, at
the initiation of the Academic Dean, is chairing the Committee on Curriculum Review
and Development. The committee has responsibility for reviewing the existing
curriculum on a programmatic basis as well as consulting with program directors and
other faculty in the development of new course offerings. The committee functions as a
“think tank” and a resource for faculty.

The role of program directors has been expanded to include oversight of the
courses within their program and some input in terms of instructors and changes to the
courses in their program. In compensation for this increased role program directors are
given 3 credit hours of credit towards their teaching load.

All syllabi are reviewed by the Academic Dean (full-time faculty) or the Assistant
Academic Dean (adjuncts) and necessary changes made before release to students. The
Assistant Academic Dean also serves as a resource to adjuncts in the development of
syllabi and in online teaching methodology and the integration of technology in the
classroom.

3.2.3 Research

Research is understood as an essential component in theological scholarship and
in the formative experience of both students and faculty. WTS understands research to be
the shared responsibility of faculty and students, with each contributing, at an appropriate
level, to the knowledge base of the Church and broader constituencies.

The 2004 self-study raised the question of access to the library in order to perform
research. According to a recent sampling, 50% of student usage comes from online
resource offerings, which has reduced the need for student access to the physical library.
The WTS librarian also serves as a resource to students and faculty using both online and
physical resources for research.

While WTS is not an institution focused on research as a principal discipline, it
encourages faculty and students to include research as a part of the educational
experience. Student research takes place as a result of classroom assignments, such as research papers and theses, as well as through interaction with faculty and other students. Faculty research centers around personal interests and passions, as well as inquiry prompted by subject material used and discussed in the classroom. Materials, written by faculty, have been on display at times at the institution as a reminder of the research and writing that takes place at WTS by faculty members.

Students are introduced to concepts of research and oriented to the library offerings during their IS510 Foundations in Theological Studies course, required for all program students. They receive additional instruction in research methodology from individual instructors as evidenced by a representative sampling of syllabi.

### 3.3 Characteristics of theological scholarship

#### 3.3.1 Scholarly Collaboration

Faculty serve both as research role models and coaches for students throughout their course work at WTS. Faculty annually report research interests as a part of the faculty review process.

A number of faculty members have been able to use student assistance in research projects through the establishment of graduate student research assistantships, initiated in 2004. While these are limited in number students who take advantage of these opportunities gain through one-on-one interaction with a faculty member around a specific project. Other informal relationships between faculty and students also promote an environment of ongoing research and scholarship.

The 2005-2006 and 2006-2007 ATS AQ survey table 4 indicates that 33% of WTS graduates from these two sample years are completing an additional degree after graduation. This would suggest that lifelong learning is an embedded value in a significant portion of WTS students.

In order to broaden offerings in continuing education both to WTS alumni, students and faculty, and to offer resources to the local church and business communities, WTS has established Leadership One, a program offering a diverse series of continuing education opportunities. Among the first of these was the 2013 Willowcreek Global Leadership Summit. The follow up luncheons have brought together students, faculty, staff, business leaders, clergy, alumni, and volunteers for conversation around themes of leadership. The enrichment that these offerings provide will significantly deepen opportunities for engagement with the community.

The 2004 self-study noted concern regarding the relationship between WTS and the broader community in terms of research focused to benefit the church. While alumni engagement continues to be an area of needed improvement, and therefore this potential feedback is not available to the institution, the Doctor of Ministry program has provided an opportunity for WTS to support research, which directly benefits local congregations and the broader church. D.Min projects in the past decade since the program’s inception demonstrate the richness of this engagement. A representative sample of titles reflects the diversity of this program’s research areas.
• A Resource for Assemblies of God Staff Pastors Who Experience Abrupt Senior Pastor Transition - Jason Arant
• Pastoral Leadership in a Rural Congregation - Joseph Carney
• Pastoral Resilience - Joel Cocklin
• Mission Statements: A Prescription for Clarifying Congregational Identity and Purpose in Medium-Sized Churches - Dave Coffin
• Effective Expository Biblical Preaching to the Unchurched - Craig Cramer
• The Tension of Counter-Cultural Rescue Ministries: Seeking Support from the Current Culture - James Davison
• Fanning into Flame the Gift: Understandings and Strategies that Effectively Implement a Spiritual DNA of Outreach in a Local Church - Stephen Dunn
• Storytelling: A Source for Reducing Biblical Illiteracy - Jaclynn Krum Frisch
• Rage in the Cage: Making Sense of Grief and Violence Among Incarcerated Juvenile Delinquents - Murthy Kola

All D.Min projects are published through ProQuest and made available in electronic format via the WTS website, and cataloged in the Shafer Library, as a further sharing of research with broad constituencies.

3.3.2 Freedom of inquiry

Freedom of inquiry is an essential element for theological education and is a respected and supported value at WTS. The WTS Handbook of Operations describes policies on Academic Freedom for faculty. A similar attitude is embodied in the WTS corresponding values, described as broad evangelical unity, to which students are expected to adhere.

3.3.3 Involvement with diverse publics

WTS has as a core value “broad evangelical unity” which is expressed in interactions between faculty, students, supervised ministry supervisors, mentors, and other individuals connected to the seminary as a part of the WTS DNA. Students report ability to engage graciously with other students in their evaluation of growth in the Knowing CWSLO of “express[ing] an evangelical theology that is gracious in spirit, respectful in dialogue, far-reaching in scope and centered in the cross.” In the 2014 Spring trimester 93% of students taking courses at the master’s level reported agreement or strong agreement with the ability of their course work to meet this benchmark. The diversity of faculty, with eight denominations represented among full-time and regular adjuncts, further feeds this environment of mutual respect.

3.3.4 Global Awareness and Engagement

Diversity of race and ethnic origin continues to be an area of challenge for the WTS faculty. While a clearly stated desire exists on the behalf of senior administration to add individuals representative of diversity to the faculty, the results of several recent
faculty searches have not met this goal. Applications for faculty positions have generally been male and Caucasian. The additional of a female Assistant Academic Dean, who is also a Permanent Resident Alien, albeit of Canadian origin, and the addition of a female program director for the MACC degree, increase diversity in a very minimal fashion. Another recent hire, the Assistant to the Vice President for Institutional Advancement is an African American woman who brings welcome diversity. More diversity is evident in the D.Min student body in particular with students coming from China and several African nations to study at WTS. Plans are underway to attract Korean students through an initiative at the Scotland PA campus. The masters’ level student body reflects some diversity but again, more focused work is needed. The addition of a non-degree program at the Marion Correctional Institute has broadened the seminary’s sense of inclusiveness. This will be further augmented by a presentation on Prison Culture scheduled for June 2014 at the WTS Findlay campus and a one-day seminary event held at the Marion Campus in which WTS staff and instructors will provide seminars for the residential population. While there is a lack of diversity there is an openness to diversity across all areas of the institution.

The Handbook of Operations and the Student Handbook both contain paragraphs referencing gracious language and indicates, “Winebrenner Theological Seminary is committed to equality for women and men of every racial and ethnic background. Recognizing that language is an essential element in understanding and shaping people's perceptions of themselves and others, the seminary urges students to use language in public discourse, in classroom discussions, and in their writings that does not exclude persons on the basis of gender, age, race, physical limitations, or economic condition.” (WTS Student Handbook A.4)

As a result of this limited diversity WTS has been slow to make headway in the area of globalization. The mission of WTS and its core values reflect a desire to think in global terms, however, the practical engagement of this emphasis is still an area of needed growth. Some progress has been made in incorporating resources that reflect a more global understanding of the church. The addition of the Church in Mission course to the MA program is an example of this more cross-culturally aware movement. Recently the D.Min program course rotation included a course in Cultural Exegesis, which allowed D.Min students significant exposure to the concepts of globalization. It will require continued sustained effort for WTS faculty and staff to fully engage the concept of theological education as globally interconnected and essential.

3.3.5 Ethics of Scholarship

Policies exist for both faculty and students, in the Handbook of Operations and Student Handbook respectively, which describes academic integrity, fair use, plagiarism, and ethical hiring practices. All course syllabi contain standard language regarding plagiarism and academic integrity. Students are also introduced to the concept of plagiarism and academic integrity as a part of their academic orientation. Guidelines for research with human participants do not currently exist and should be developed.
Educational Standards

ES.1.2 Basic Programs oriented toward ministerial leadership
(See pages 49-69 Degree Standard A and B)

ES.1.3 Basic programs oriented toward general theological studies
(See pages 69-73 Degree Standard D)

ES.1.4 Advanced programs oriented toward ministerial leadership
(See pages 73-81 Degree Standard E)

ES.1.5 Advanced programs primarily oriented toward theological research and teaching
Non Applicable

ES.1.6 Degree Program Standards
(See pages 49-81)

ES.2 Campus-based education

  WTS Findlay and Scotland Campuses provided classroom-based learning as the dominant model of interaction and engagement between students and faculty. Some courses are offered in an online setting and the MAPT (MACD) degree is understood to be a distance education program given the hybrid nature of course offered. The majority of courses in this program are taught through classroom-based learning or intensive weekend format with the remaining 50% of the course offered online.

  Opportunities are provided for corporate worship although no formal chapel program exists. The recent elimination of the Theological Summit program also resulted in the elimination of a once per trimester opportunity for corporate worship. A study is underway in the Summer 2014 trimester that will suggest new approaches to both worship and community life in general. The CCRD is tasked with oversight of this ongoing process.

ES.2.1 Residency

  WTS requires all students to meet the residency requirements appropriate to their program of study. At present all students in the Masters level programs complete one full year of their program through the Findlay Campus location since the Scotland Campus is not able to grant degrees at this time.

  The Supervised Ministry program, required in most programs leading to ministerial leadership, and the Formational Seminar process in the MAFM degree, also provide focused opportunities for student interaction with the equivalent of field education instructors.

  WTS CWSLO’s are designed to ensure the inclusion of opportunity for intellectual (knowing), spiritual and personal (being), and professional (doing) formation in all programs.
ES.3 Extension Education

WTS offers complete degrees programs at the Findlay Campus for all degrees it is authorized to confer. Administrative, academic, and institutional advancement functions reside at this campus location.

Currently, WTS operates the Scotland Campus as an occasional course-offering site with students able to access the resources of the Findlay Campus for needs other than the specific course work. WTS has proposed recognition of the Scotland Campus as a complete degree site and has submitted the appropriate change requests to both ATS and HLC.

If the applications are approved WTS will develop library, information, faculty, student services, and technology support resources at the Scotland Campus while retaining administrative, institutional, and academic oversight at the Findlay Campus.

WTS continues to offer the CPS, although the curriculum has been redesigned and the program renamed the Pastoral Training Institute (PTI). This program has found success in the seminary’s sponsoring denomination in Pennsylvania, and among students of other denominations in northwest Ohio, as indicated by growing enrollment numbers.

The MACD program commenced in the summer of 2006 with courses offered at both a nearby retreat center and on campus, which mirrors the delivery format still in use. Fifty percent of the coursework for this degree is offered via technology so that students may remain active in their ministry settings while pursuing their degrees. The Cohort-Based Distance Education Model delivery system proposed in the 2004 Self-Study report worked well when we first launched the program, but as students found themselves faced with ministry realities which necessitated them sitting out for a period of time, the cohort model begin to dissolve. The lack of mass of students, coupled with their geographical separation made the cohort model ineffective. Community was formed spontaneously in the intensive classes instead, particularly when those classes are held in a retreat-type setting where students and faculty share meals together and spend time separated from their everyday distractions. Students are now developing community on their own in the orientation course as well.

As the seminary’s Ministry in Context training shifted into three consecutive, one-hour terms of Supervised Ministry, the former mentor model also shifted. The students’ supervisors have replaced the original mentoring relationships, an essential piece for networking and support in the field.

The MACD was originally designed to meet a perceived need of church growth; changes in the economic climate, enrollment patterns, and other degree programs have necessitated a revision of the program. Students, many of who are currently serving in full-time ministry, appreciate the pace of the degree progression, but the need has shifted from church planting and growth to more general, practical training at a distance. In 2013, to address changes in the demand for this program, WTS sought and was granted permission for a nomenclature change to the Master of Arts in Practical Theology (MAPT). The program continues to meet the needs of a unique segment of students and the curriculum remains very much the same, as the program still answers the need for theological education outside northwest Ohio. The last three Graduating Student Questionnaires substantiate students’ relatively high level of satisfaction with online/off-
campus learning, with scores ranging from 3.6 to 4.5, indicating that this continues to be a valuable program offering.

Also in 2013, WTS purchased the Scotland School for Veterans’ Children in Scotland, Pennsylvania, with the intention of developing it to eventually become a branch campus, offering entire degrees. As the campus is established and partnerships are formed with other entities to share use of the expansive facilities and also to generate additional revenue, two courses are being offered at this “occasional course-offering site,” both of which are required courses in the M.Div. and MAPT programs. This is reflective of authorization received from the Commonwealth of Pennsylvania to provide masters level education in this state. (See PA Campus-Authorization Letter)

ES.3.1.5 International sites

WTS does not offer courses at international sites.

ES.3.2 Educational design, resources, and institutional procedures

The MAPT program, described on pages 555-57 of the 2014-2015 Graduate Catalog, was established according to institutional and accreditation standards, and is regularly reviewed alongside all of our accredited offerings, both by the program director, and other faculty members. The policies and procedures that govern on-campus programs also dictate how the MAPT program functions. WTS does not currently contract for educational services from any agencies.

Students enrolled in the MAPT program currently take as much as 50% of their coursework via online education. Those classes are delivered via Blackboard, and regularly include posts by both faculty and students. Students are provided with additional contact methods for their instructors through both the seminary directory and on each syllabus.

Students in the MAPT program are urged through the Student Support Coordinator to find an academic library, preferably a theological library, in their general geographical location, and to visit and introduce themselves to the librarian(s). They are encouraged to make use of those resources close to home, but are also able to access online resources from Shafer Library and are both provided with a barcode in order to do so and oriented to the process. There is also the option of inter-library loans, which students not physically located near the main campus, but within the same state, find helpful.

As the Scotland campus is developed and relationships are forged with libraries in that area, Scotland campus students will have the advantage of utilizing those resources. In addition, plans are already in motion for development of library holdings on the grounds of that campus. The WTS Librarian is working with Scotland campus volunteers to create opportunities for library services at the Scotland location.

The classrooms being utilized on the Scotland campus are equipped with technology equivalent to that of the Findlay campus. Any student, no matter which campus they attend, pays student fees, which permit them access to the technological support services offered through The University of Findlay. Faculty may also access this IT support.
Currently there are no full-time faculty members on the Scotland campus. Adjuncts have been hired based on the same criteria used in Findlay, primarily after recommendation and evaluation of their educational credentials.

There is no full-time faculty currently teaching in extension programs. The two current adjuncts in PA were given a brief orientation by Findlay personnel, and another by the Vice President of the Scotland Campus Initiative. They are considered part of WTS adjunct faculty, despite being in a different geographical location, and have the same access to Findlay campus-based administrative structures.

The extension site adjuncts were provided with syllabi of the courses they were preparing to teach, which were developed by full-time Findlay faculty. The Academic Dean has oversight of all syllabi and his office is charged with ensuring extension site syllabi are of equal quality to Findlay syllabi.

Adjuncts are expected to convey their contact information to students via their syllabi, and are instructed in their contracts to be available to students outside the classroom.

Prior to purchasing the property in Scotland, WTS did consult extensively with entities in the region and the state of Pennsylvania, to test the viability of the purchase with the intent to offer theological education. At present there are no formal arrangements for cross-use of faculty, courses, or facilities. There are written agreements in place for other institutions to use designated portions of the expansive Scotland campus, but those agreements do not entail sharing of any programs or staff.

WTS has been granted approval by the Commonwealth of Pennsylvania to offer graduate theological education (See PA Campus-Authorization Letter). In order to launch the new site, WTS opted in Fall 2013 to run small classes and will maintain the same tuition schedule as in Findlay, even if the site does not show a profit in its early stages. Donations of both time and money have been coming in, mostly from persons affiliated with the Churches of God, General Conference, to get the site prepared for this term’s classes. This validates the claim that the seminary’s supporting denomination values the plans for this new campus.

**ES.4 Distance education**

**ES.4.1 Definition**

**ES.4.2 Educational design, resources, and institutional procedures**

Each distance education course offered subscribes to the same goals and objectives established in the seminary’s Curriculum-Wide Student Learning Outcomes, and are evaluated each time they are offered to ensure that they are meeting the expectations of the various degree programs. The seminary desires that every student have a working knowledge of online education in this day and age, and to that end, requires all students to take six credit hours via online education.

Program directors continually monitor the curriculum of their degrees, and make adaptations as necessary for a new academic year. The faculty and the dean approve changes in course descriptions and programs, and evaluate potential overlaps or gaps.
Every course the seminary offers, including those offered online, share an emphasis on spiritual formation, which has been stressed throughout the curriculum and as part of the campus ethos for many years. The seminary values diversity, as evidenced by the diversity of denominations represented on campus, both within the student body and amongst the faculty and staff. Again, all courses, whether online or not, require at least 12 hours of instructor contact per credit hour.

All course proposals and descriptions are required to be approved by full-time voting faculty members, which includes the librarian. The curriculum goals are always considered as the faculty “closes the loop” between such proposals and the program objectives, as they are most often proposed by program directors or department heads. The MAPT program is reviewed by the program director at least annually, and distance education courses are approved by the faculty following the same process of other programs and courses. Students enrolled in the MAPT program are required to take 50% of their coursework in residence. Not only is the curriculum designed to facilitate that, but WTS course numbers, as of the 2008-2009 AY, contain an “-OL” designation to make it easier to track those approaching the 50% limit.

WTS does not contract with any agencies for educational services provided with regard to the MAPT distance education program. Students in the MAPT program are urged through the Student Support Coordinator and their orientation class, IS 510-OL, to find an academic library, preferably a theological library, in their general geographical location, and to visit and introduce themselves to the librarian(s). They are encouraged to make use of those resources close to home, but are also able to access online resources from Shafer Library, and are both provided with a barcode in order to do so from a distance, and are oriented to the process. There is also the option of inter-library loans, which students not physically located near the main campus but within Ohio find helpful.

Students are required to cite a certain number of resources in their research papers, in an effort to encourage regular use of the library. All students are provided with information on how to contact the librarian through the orientation course, as well as the seminary directory and website. Additionally, the student services coordinator, who serves on The University of Findlay Library Committee and holds a Bachelor of Science degree in education with a major in library and educational media, teaches the orientation course, which introduces students to the library resources and details how to contact various staff members for assistance.

Students in the MAPT program are urged to find an academic library that is conveniently located to them. There are no formal agreements in place with other institutions because those locations vary widely. Students are always encouraged to use the resources available through Shafer Library. There is individualized IT support available to all students and faculty. That support can happen in person on the Findlay campus or via telephone.

Currently the Assistant Academic Dean has rights to all online courses to provide training and oversight of the online environment. In addition, the seminary CCRD meets regularly and is tasked with developing online education at Winebrenner. The SAFE committee reviews the ways in which online education is meeting student and faculty expectations.

Students are taught online skills during their orientation course, and IT staff is always available for professional help with technical issues. When students are in
residence, they may physically take their equipment to the IT office for certain upgrades, and are eligible for a discount when purchasing software updates online.

Certain WTS faculty and staff members are very technology savvy and are helpful to others who are not as much so, including students in their online courses. The Assistant Dean monitors the delivery and function of online courses. She is available to assist both instructors and students so any frustration or lack of understanding is discovered and solved before it becomes problematic. She is also in a position, then, to view such courses as they would be compared to the overall curriculum.

Currently the vast majority of faculty teaching online are full-time faculty already teaching on the Findlay campus. All faculty is hired based on the same criteria, through a national search process, interviews, and public presentations with Board of Trustee members, staff, faculty, and alumni providing input. Faculty members, including adjuncts, are evaluated by their students at the conclusion of each course, and follow an assessment cycle that includes an annual rotation of evaluation by self, peers, dean, and students. (See Faculty Evaluation in 5.2.) The assistant dean is working to develop an annual academic development plan for faculty, which would tie together the faculty update (See Blank Faculty Update) of their publications and activities that faculty submit each semester and the recommendations of the annual evaluations.

The primary responsibility for teaching distance education courses falls to full-time faculty members, who are immersed in the seminary’s goals and ethos. Many of the courses taught on-campus are also offered online, so much of the content is the same and in every case, the full-time faculty members hold the sole responsibility for approval of course descriptions and program requirements. The majority of distance education courses are taught by full-time faculty or regular adjuncts who are already very familiar with the administrative structures of WTS; these adjuncts are frequently people who live in close proximity to the Findlay campus, so are able to connect with administration whenever necessary.

All faculty, including adjuncts, are oriented by the Student Support Coordinator upon being hired, either in-person or via telephone and technology. Administrators at the Findlay campus are always available to answer questions.

The Academic Catalog (See p. 28 and pp. 99-100) of the Student Handbook appendix) clearly states the requirements and recommendations for technology expectations. It states that students are expected to have access to a computer with high-speed Internet, and with that is the expectation that they are able to operate a computer with at least a few basic skills; those skills are evaluated and enhanced in the Foundations in Theological Studies orientation course which all students must take in their first term. Students who struggle are verbally encouraged to get help either from their instructor(s), program advisor, or the Student Support Coordinator. The Student Support Coordinator is routinely in conversation with instructors regarding points of concern with the students enrolled in their courses.

Recruitment for the MAPT program includes explanation of the curriculum structure being 50% online. Students are provided with explanation of the Blackboard system and are oriented to the system once they are admitted.

All students, whether resident or distance education, have the exact same access to support services. All have a program advisor with whom they can consult regarding
curriculum and personal matters, access to financial aid, registration, and IT services, as outlined in the Academic Catalog (See index Academic Catalog).

Students enrolled in the MAPT program currently take as much as 50% of their coursework via online education. Those classes are delivered asynchronously via Blackboard, and regularly include posts by both faculty and students. Students are also provided with additional contact methods for their instructors through both the seminar directory and on each syllabus.

Some courses are delivered via a hybrid format of both online and in-class instruction. In either case, students and faculty are expected to have regular interaction totaling 36 or more hours of contact per trimester for each 3-credit hour course. Course numbers for courses offered either completely online or as hybrids, when the majority of the instruction will occur through technology, began to be so indicated by an “-OL” extension in the fall 2008. That has allowed for better tracking of set limitations since none of our programs are approved to be offered completely online. Only classes without an “-OL” designation count toward residency requirements.

ES. 5 Faculty-directed individual instruction

Procedures are noted in the Academic Catalog in order to define both Directed studies and Independent Research. (See p. 42-42) Each type of faculty-directed individual instruction requires substantial engagement between the faculty member and student. A formal document is created which defines the intend engagement. These are reviewed by the Academic Dean and Registrar and copies provided to both the student and instructor.

ES. 6 Assessment of student learning outcomes

WTS program of student assessment is described extensively in Standard 1.

ES.7 Academic guidelines: admission, transfer of credit, shared credit in degree programs, and advanced standing

Policies and procedures are noted in Standard 2.

ES.7.1 Admissions

Policies and procedures are noted in each Degree program and in Standard 6.

ES.7.2 Transfer of credit

Policies and procedures are noted in Standard 6.

ES.7.3 Shared credit in degree programs

WTS has no shared credit programs.
ES.7.4 Advanced standing

Policies and procedures are noted in Standard 6.

ES.8 Non degree instructional programs

WTS offers a non-degree instructional program called The Pastoral Training Institute program. This is a 4-year, 50 credit-hour diploma program designed for men and women over the age of 25 who want to expand their theological knowledge, but do not currently hold a bachelor’s degree. (This program is unaccredited.) The program is offered at both the WTS-Findlay and WTS-Scotland Campus locations, and in cooperation with the CGGC in the ARC and ERC regions of the CGGC. Additionally, a PTI program is being offered at the Marion Correctional in cooperation with the correctional institution’s chaplaincy staff. Each of these non-degree programs has a separate manual of operations that describes the program in detail with the exception of the MCI program which is still in development.

At the Findlay Campus PTI program students are included in master’s level classes but have a distinctive syllabus, course number and grade scale system which reflects their receipt of non-degree credit for their work.

Findlay Campus PTI Program (open to all denominations):

- Open to qualifying students from any denomination that are over the age of 25 and hold a high school diploma.
- The program consists of 14 three-credit courses that comprise 42 credits of classroom instruction.
- The Mentored Ministry courses are eight one-credit courses that occur each trimester. As part of these courses every student is yoked to a mentor for support, guidance, accountability and dialogue on his or her ministry and personal formation.
- Four-year rotation cycle of courses providing 50 credit hours total instruction.
- Classes meet at the WTS Findlay, Ohio campus.
- Semester courses meet for at least 12 sessions (3 hours of instruction at each session).

* The Eastern Regional Conference PTI Program (open to all denominations):

- Open to qualifying Church of God, General Conference students over the age of 25 that presently live or serve in the Eastern Regional Conference and students from other denominations.
- The program consists of 14 three credit courses that comprise 42 credits of classroom instruction.
- The Mentored Ministry courses are eight one-credit courses that occur each trimester. As part of these courses every student is yoked to a mentor for support, guidance, accountability and dialogue on his or her ministry and personal formation.
• Four-year rotation cycle of courses providing 50 credit hours total instruction.
• WTS modules will meet for a weeklong course at Scotland Campus, Pennsylvania.
• Hybrid modules combine two to three weekends of instruction plus directed study projects.
• WTS intensives will meet for one week at the Findlay campus.
• Semester courses meet for 12 sessions (3 hours of instruction at each session) at the Scotland Campus.

* The Allegheny Regional Conference PTI Program (open to all denominations)

• Open to qualifying Church of God, General Conference students over the age of 25 that presently live or serve in the Allegheny Regional Conference and students from other denominations
• The program consists of 14 three credit courses that comprise 42 credits of classroom instruction.
• The Mentored Ministry courses are eight one-credit courses that occur each trimester. As part of these courses every student is yoked to a mentor for support, guidance, accountability and dialogue on his or her ministry and personal formation.
• Four-year rotation cycle of courses providing 50 credit hours total instruction.
• WTS modules will meet for a weeklong course at Scotland Campus, Pennsylvania.
• Hybrid modules combine two to three weekends of instruction plus directed study projects.
• WTS intensives will meet for one week at the Findlay campus.
• Semester courses will meet for at least 12 sessions (3 hours of instruction at each session) at an ARC location.
Degree Program Standards

Winebrenner Theological Seminary currently offers one doctoral level program and four masters’ level programs with approval being sought to add a fifth master’s level program. All programs offered by WTS are understood to be theological degrees designed to provide skills in ministry for individuals in a diversity of settings. This variety of programs is in keeping with the institutions mission statement “serv[ing] God's mission of reconciliation in changing the world by preparing servants of the Lord Jesus Christ to lead the Church.” Each of the degree programs offered by WTS reflects adherence to the degree program standards specific to the degree type offered.

ES.1.2 Basic programs oriented toward ministerial leadership

A. Master of Divinity (M.Div)

A.1 Purpose, goals, learning outcomes, and educational assessment

A.1.1 Purpose of the degree

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 para-church contexts. It equips them with the skills needed to function effectively in formal ministry. The Master of Divinity program requires study and competence in four traditional, interrelated disciplines: (1) Biblical Studies, encompassing the content and contexts of the Old and New Testament Scriptures, with the requirement of learning Hebrew and Greek, (2) Church History, where one learns from the accumulated wisdom and challenges of previous generations of fellow Christians, (3) Theology, the systematic study and articulation of the Christian faith; and (4) Christian Ministries, where one acquires needed skills and develops ministry competence.

A.1.2 Primary Goals of the program

1. Knowing: The student will demonstrate a comprehensive understanding of the four classic disciplines: Biblical Studies, Church History, Theology, and Pastoral Ministry.

2. Being: The student will demonstrate increasing competence in servant leadership lifestyle indicating enhanced ability to serve the church in diverse contexts and in multiple ways.

3. Doing: The student will demonstrate a commitment to the mission of God in their lives by integrating the theological disciplines and content acquired in the program curriculum by discernment, ethical decision making, and spiritual wisdom in their ministry context.

Relationship to Mission Statement: Winebrenner Theological Seminary serves God's mission of reconciliation in changing the world by preparing servants of the Lord Jesus Christ to lead the Church.
Corresponding Values

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

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

A.1.4 Learning Outcomes for M.Div. Students

1. Knowing: The student will write and articulate a coherent faith statement that represents the student’s best work in biblical studies, theology, and church history with direct observation and evaluation by faculty.

2. Being: The student will achieve growth in personal and ministerial goals as identified in the Ministerial Person course and evaluated in the progress review process (upon completion of 30 credit hours) and Supervised Ministry experience (during the senior year), with direct observation and evaluation by faculty and ministry supervision committee members.

3. Doing: The student will successfully complete the capstone project consisting of a written and oral presentation that integrates the program curriculum in an Ethics Symposium with direct observation by faculty and a symposium focus group.

A.1.4 Educational assessment

CWSLO’s are evaluated for individual courses and also for the program as a whole. This is the responsibility of the Director of Assessment and is reviewed by the SAFE committee.

Student success in programs is measured through various direct methods including test, survey, and project. Currently course descriptions are reviewed and approved by faculty. Supervised ministry uses the basic CWSLO’s as the formative rubric for all student experiences.

The Curriculum design and review committee (Initiated in November 2013) will review each course within a program to verify its contribution to and coherence with the CWSLO’s and program purpose and goals.

WTS is reliant on the GSQ and AQ data to provide the percentage of students who find placement appropriate to their vocational intentions since there is no formal tracking of alumni and graduates. WTS is reliant on the GSQ to evaluate the appropriateness of programs in meeting the needs of students.
CWSLO evaluation and educational effectiveness data provides a snapshot of the programs overall goals. Completion rates by percentage are not currently recorded. This data is available in Gradpro and should be included in future measures of educational effectiveness and used in evaluation of programs.

### A.2 Program Content

The M.Div. degree provides opportunity for instruction in the areas of religious heritage, cultural context, personal and spiritual formation, and capacity for ministerial and public leadership. Given the diverse student body at WTS, the focus is on developing a comprehensive and discriminating understanding of the broad religious heritage of the Great Tradition. Moreover, an emphasis across all course offerings in the area of spiritual formation provides multiple formational opportunities for students enrolled in the M.Div. program.

#### A.2.2 Religious Heritage

Students in the M.Div. program are required to take OT and NT survey courses and additional courses in both NT and OT Scripture.

They are introduced to the concepts of Hermeneutical engagement and to a Biblical Worldview in order to provide a framework for later work in theology and ethics.

All M.Div.’s complete a survey of Christian history and also coursework in denomination history and polity which acquaints them both with the breadth and specific heritage of their religious community.

M.Div. students are exposed to the broad Christian tradition in survey courses and to the more specific character of particular Christian traditions through engagement in elective courses in church history and polity.

#### A.2.3 Cultural Context

The Christian Ethics course encourages students to explore biases, their own and those of culture, as they explore a particular case study for presentation.

The Theology I and II courses require students to read broadly regarding classic loci of systematical theology and to formulate their own doctrinal statements in reflection upon and response to the course materials and readings.

#### A.2.4 Personal and spiritual formation

A spiritual formation emphasis is integrated throughout the curriculum by faculty who seek to live their theology. The M.Div. program provides the opportunity for personal and professional transformation as leaders who serve the triune God and the church to change the world. Spiritual and personal formation is achieve directly in

A.2.5 Capacity for ministerial and public leadership

Supervised Ministry provides opportunity for students to practice the exercise of pastoral leadership using skills gained across the curriculum.

Supervised Ministry courses afford seniors an opportunity to hone ministry skills in his or her area of specific interest. Students are required to complete three trimesters (one academic year) of Supervised Ministry, which includes case reflection with a small cohort of peers. Students will complete one year of supervised ministry rounds to increase their self-awareness, skill sets, and competence based on a healthy theological self-identity.

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

1. Students may complete Clinical Pastoral Education (CPE) in an appropriate setting approved by the M.Div. director in an intensive ministry experience.

2. Students preparing for a military chaplaincy may complete three summer chaplaincy practicums.

3. Students preparing for ministry will focus their Supervised Ministry courses in their intended area of current or future service. This immersion experience will build confidence, insight, and vital experience in discovering and developing one’s voice as an expression of their theological self-identity.

Cultural context is an area of needed growth within the M.Div. program. Currently students’ predominant exposure to diverse linguistic and cultural contexts is dependent upon their placement choices in Supervised Ministry.

Some diversity exists within classrooms due to the variety of religious traditions represented in the student body. Students within the context of supervised ministry are exposed to a variety of contemporary cultural and social issues.

These issues are addressed from a theoretical perspective in the Christian Ethics course. The broad diversity of students admitted to WTS and the diverse make-up of the teaching faculty contributes to an environment rich in multicultural context and religious traditions. Expressions of social justice form a part of the discussion in Biblical Worldview and in Hermeneutics.

A spiritual formation emphasis is integrated throughout the curriculum by faculty who seek to live their theology. The M.Div. program provides the opportunity for personal and professional transformation of students, through the acquisition of skills, personal growth, and knowledge, into leaders able to serve the mission of the triune God and the church to change the world.
Students meet at the beginning of their program with their program director to reflect on their curricular and vocational goals. The Ministerial Person course also encourages reflection on the vocational and spiritual dimensions of the ministerial role. Progress review provides opportunity for reflection on their growth in the role of leader, guide, and servant. Supervised ministry provides a culminating emphasis on the role of leader and the student’s reflection on their own development.

Courses such as Formational Prayer, Discipleship, and Spiritual Formation encourage an ongoing focus on spiritual development and direction. Students are encouraged to engage spiritual disciplines and practices that inform a devotional life. They are given instruction in evangelistic witness and in leadership development.

Students in the M.Div. program are required to take Christian Leadership as a part of their program. The Christian leadership course considers the character of a leader and the ways in which the pastor serves as leader within the congregational or other ministry setting.

Supervised ministry offers students opportunities to engage in the practice of ministry and to reflect within a group and individual context on their formation in leadership both in ecclesial and public contexts.

The CM courses within the M.Div. program provide practical ministry education and are intended to inform the student’s learning in the more academic courses within the curriculum. For example: Homiletics requires both the practical experience of learning to preach and integrates the course work of Interpreting the Bible, Greek and Hebrew Exegesis, and various biblical survey courses.

Christian Ethics seeks to engage the M.Div. student in training in ministerial ethics while the Christian Leadership program addresses issues of professional ethics.

Supervised ministry is completed as three 1 credit hour courses over the final year of a M.Div.’s matriculation. The students are encouraged to find ministry contexts which will allow them to gain expertise in tasks of ministerial leadership within the congregation and in broader public context. An approved supervised ministry setting may include a church/parish, para-church, or non-church site or setting.

Student are required to seek new ministry experiences if they are already involved in full time ministry in order to broaden their perspectives. Supervised Ministry setting field supervisors are selected in conversation with the supervised ministry instructor. They are given a manual detailing their role. The Supervised ministry instructor seeks to visit each supervisor at least once during the student’s experience.

### A.3 Educational resources and learning strategies

#### A.3.1 Location

The delivery system allows students to complete their program of study in 3-4 years with a course schedule that provides the flexibility to continue their current ministry or employment by coming to campus one day a week (Tuesdays) or on Tuesday and Thursday evenings for class sessions. Family Ministry courses, which may be taken
as electives in the M.Div. program, are held on Monday evenings. One-week intensive and online courses occur periodically during the academic year. Supervised Ministry courses afford seniors an opportunity to hone ministry skills in his or her area of specific interest. Students are required to complete three trimesters (one academic year) of Supervised Ministry, which includes case reflection with a small cohort of peers. Students will complete one-year of supervised ministry rounds to increase their self-awareness, skill sets, and competence based on a healthy theological self-identity.

Currently the M.Div. program is offered as a classroom based program at the WTS Findlay Campus. Future intent is to also offer the M.Div. at the Scotland Campus. Both locations provide appropriate resources and settings for effective learning: state of the art classrooms, opportunity for student/faculty interaction, and learning resources through library and other electronic sources.

Where M.Div. courses are offered online the CWSLO’s are evaluated to ensure that students receive learning outcomes stipulated for the M.Div. degree.

When Intensive week courses are offered students are surveyed regarding student learning outcomes and also satisfaction with the delivery system.

Student Services provides support to M.Div. students both on campus and through electronic forms of communication including Blackboard and Email.

The M.Div. currently requires that students complete the equivalent of one year of study, or 30 credit hours, at the main campus of the school. Until the Scotland campus receives degree-granting status, Scotland campus M.Div.’s will complete 30 credit hours at the main campus. The M.Div. degree is currently offered at the main campus where resources of faculty, library, and a community of learners exists. Development of the Scotland Campus as a degree granting campus will require the development of comparable library holdings, the hiring of faculty with appropriate credentials and skills, and the development of a community of learners.

Currently M.Div.’s are limited to no more than 10% of courses in their program derived from directed study. Given the 82 credit hours in the M.Div. degree functionally this correlates to no more than two three-credit hour courses. Directed Study, Independent Study, and Supervised ministry are described in the course Catalog. (See pp. 41-43) Additionally, there is a Supervised Ministry Manual, which describes processes and evaluation in greater detail. This is provided to each student at the beginning of Supervised Ministry and is also available electronically. All students in directed studies complete evaluation forms.

Supervised ministry students complete course evaluation forms, are evaluated by their supervisors, and engage in self-evaluation. Written assignment are required and graded. A pass/fail is submitted in the first two credit hours and a final grade assigned in the 3rd credit hour of the program. The M.Div. program is intended to be completed in 3 years (30 credit hours per year) Completion rates for the 2012-2013 academic year were 1.25 for this program indicating that the majority of M.Div.’s complete the program in slightly longer than three academic years.
All M.Div.’s must complete their program with credits that are no more than ten years from date of completion. This policy is stated in the Course Catalog (See Catalog p. 41) and verified by the office of the Registrar. Course records are maintained in Gradpro and allow for searches by year of course completion.

A.3.3 Distinctive resources needed

Students in the M.Div. program have opportunities for religious fellowship at Community Meals, Simply Supper, and other informal gatherings. Students have access to continuing education events that allow for engagement with a broader segment of the religious community. Students at the Findlay Campus engage with UF students in the BARS program when courses are shared.

Students at both the Findlay and Scotland campuses have access to the electronic resources of the WTS and Shafer library collections. The Findlay campus students have access to the physical book collections and to OhioLINK and to OPAL collections by interlibrary loan. The Scotland campus students have access to a core of reference materials and some circulating materials. Additional collection development will be needed to meet the needs of the M.Div. program.

A.3.3.2 Faculty

Of the six full time faculty teaching in the M.Div. program five are ministry practitioners in addition to their teaching credentials. As such they bring current insights into the practice of ministry and are equipped to encourage the spiritual and professional growth of students.

Of the six full time faculty several focus their teaching gifts on the professional growth of students considering chaplaincy positions. These practitioners have chaplaincy experience and are equipped to provide both practical training and encouragement in spiritual growth. Both full time and adjunct professors demonstrate engagement in parish, congregational, or specialized ministerial leadership.

Areas of specialization include: military chaplaincy, pastoral care and counseling, clinical counseling, worship leadership, parish ministry, and judicatory committee work. Faculty represent 7 denominational backgrounds in addition to those representing the supporting denomination. This diversity creates a unique variety of perspective for students in the M.Div. program.

Both male and female professors regularly teach in the M.Div. program allowing for this diversity of gender to be expressed in the classroom setting. Of the 7 full-time faculty five possess Ph.D and 2 possess D.Min degrees. All are specialist in their areas of teaching. All department heads possess a Ph.D. in an appropriate discipline. (See Faculty CV 2014 list available in Resource Room)
Adjuncts are chosen for their instructional skills, ministry experience, and areas of specialization in teaching material. Several possess D.Min degrees. All have as a minimum a M.Div. or equivalent plus ministry experience.

A.3.3.3 Community resources

The Collaborative agreement with the University of Findlay creates mutually supportive and enhancing opportunities to accomplish the program goal of the M.Div. degree.

The Supervised Ministry Instructor creates and maintains a network of relationships with the Supervisors of various students in their unique settings.

Connections to social agencies, universities, professional schools, and similar entities are expressed through shared continuing education opportunities.

A.4 Admission

An accredited Bachelor of Arts or Science degree or its equivalency in hours and scope of curriculum is required for admission. If severe limitations in the student’s background are noted by the admissions committee, the individual will be required to take additional courses at the undergraduate level before being fully admitted to the program. Depending upon the student’s situation, a curriculum plan interview with the Academic Dean may be required as part of the admission process. If an applicant is denied admittance to the seminary, there is a two-year waiting period before reapplication. The seminary occasionally registers for classes in its graduate programs students who have not completed an undergraduate degree. As many as 15% of the students in professional degree programs (M.Div., MAFM, or MAPT) may be admitted without a baccalaureate degree. This exception is limited to persons who give evidence that they will satisfactorily complete the academic requirements for the degree, as evidenced by successful completion of college-level courses in each of the following six areas: English composition, speech, history, critical thinking, psychology or sociology, and computer competency. Such applicants will complete a bachelor’s equivalency checklist to provide data for review by the Registrar, and are required to complete an interview with two members of the admissions committee to evaluate the student’s readiness for graduate theological education.

These students are expected to complete their degree program in a timely fashion in order to comply with Financial Aid and Satisfactory Academic Progress (FASAP) standards as they pertain to financial aid issues.

Applicants with an unaccredited baccalaureate degree who are applying for a master’s degree program will complete a bachelor’s equivalency checklist to provide data for review by the Registrar and Academic Dean. Such applicants will be required to complete an academic evaluation interview with the Registrar to review the material on their official transcripts, and may be admitted under the 15% Exemption Status.
**B. Master of Arts in Practical Theology (MAPT) [formerly Master of Arts in Church Development]**

**B.1 Purpose, goals, learning outcomes, and educational assessment**

**B.1.1 Purpose of the Degree**

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

**B.1.2 Primary Goals of the program**

1. Knowing: The graduate will integrate a basic understanding in the theological disciplines of biblical studies, theology, church history, and Christian ministries.

2. Being: The graduate will manifest growth in personal, spiritual, and professional goals.

3. Doing: The graduate will engage in cultivating the love of God and neighbor demonstrated by a knowledge of and practice in the Christian disciplines including discipleship, spiritual formation, effective service, and self-care.

**B.1.4 Learning Outcomes MAPT Students**

1. Knowing: The student will demonstrate a fundamental grounding in theological studies, biblical studies, and church history, and will be able to identify more clearly their specialized vocation in the larger context of their Christian heritage and calling. As well, emphasis will be placed on relevant resources specific to settings in ministry.

2. Being: The student will achieve growth in personal and ministerial goals as identified in their first year in The Ministerial Person course (CM 581), evaluated in the Progress Review (after completion of 30 credit hours), and in their final year during Supervised Ministry (CM 786.1, .2, and .3), including observations and evaluations by faculty and ministry supervision committee members.

3. Doing: The student will successfully write an extensive case study as a capstone project. As part of the Christian Leadership and Communication course (CM 590), a comprehensive case study will be researched and written based on an actual personal ecclesiastical experience. Students will develop their case study incorporating peer discussions and integrating as much as possible the accumulated learnings, insights, and personal development from their degree program. The entire process will be under direct observation and evaluation by the program director.
B.1.4 Educational assessment

While WTS has begun to measure completion rates for the MAPT program no formal system for evaluation of placement is in place. The creation of an Alumni Affairs coordinator position, made possible in part by grant dollars from the Lilly Endowment, will facilitate this data collection in the future. Limited data is available in the ATS GSQ regarding the placement of WTS graduates. Education effectiveness is measured for all WTS programs using CWSLO data which is collated at the end of each Academic Year and published on the WTS website. The target for the MAPT program is 85% effectiveness in each of three CWSLO areas. In the 2012-2013 AY the MAPT program exceeded this goal with a score of 94% effectiveness.

B.2 Program Content

The MAPT degree includes core courses in the areas of religious heritage, cultural context, personal and spiritual formation as well as specialized training in counseling, specialized ministries included those to children and adults, as well as more general training in ministry skills.

Curriculum Plan

General education requirements for all concentrations (45 credit hours):
- Foundations in Theological Studies (1 credit)
- The Ministerial Person (Intensive)
- Interpreting the Bible (OL-Online)
- Worldviews, Perspectives, and Christianity (OL)
- A Survey of Christian Theology (Intensive)
- Spiritual Formation (Intensive)
- A Survey of the History of Christianity (OL)
- OT Foundations (Intensive)
- NT Foundations (Intensive)
- Church in Mission (OL)
- Church History and Polity (Intensive)
- Homiletics (Intensive)
- Christian Leadership (OL)
- Christian Leadership and Communication (Intensive)
- Supervised Ministry (OL)
- Elective (2 credits)

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

*Suggested curricula concentration courses and electives (15 credit hours):
MAPT with concentration in Biblical Studies
Four concentration courses chosen from:
OT 501 Pentateuch
OT 502 Prophets
NT 626 Synoptic Gospels
NT 627 Studies in Paul
NT 628 Gospel of John
One elective course from TH, CH, or CM departments

MAPT with concentration in Christian Leadership
Three concentration courses:
CM 500 Character of a Leader
CM 501 Leadership Competencies
CM 502 Leadership Practicum
Two elective courses from OT, NT, TH, CH, and/or CM departments

MAPT with concentration in Christian Counseling
Four concentration courses:
CM 583 Pastoral Care and Counseling
CM 596 Marital Counseling: Impacting Relationships through Formational Ministry
CM 597 Crisis Intervention for the Family
CM 599 Family Foundations and Dynamics
One elective course from OT, NT, TH, CH, and/or CM departments

MAPT with concentration in Pastoral Ministry
Three concentration courses:
CM 583 Pastoral Care and Counseling
CM 585 Discipleship Ministries: Christian Formation
CM 586 Christian Worship
Two elective courses from OT, NT, TH, CH, and/or CM departments

The supervised ministry manual describes procedures for supervision, details reporting processes, evaluation, and indicates the appropriate supervisory presence for students. Methods for terminating a supervision setting or selecting a new setting are also indicated.

3 Educational resources and learning strategies

B.3.1 Location

The MAPT is a 60-credit, four-year graduate degree program delivered in a hybrid system. Thirty credit hours are completed by intensive courses at WTS or a nearby retreat center. The remaining 30 credits are completed via distance education (online). The MAPT is intended to provide advanced training for individuals seeking to serve in diverse ministries including lay leadership roles.
Students are in contact with peers in their ministry setting, are provided with a mentor who provides additional support, have contact with faculty by phone, email and video conferencing and are in campus settings for 30 hours of the 60 credit hours in the program.

All courses offered require students to complete a course evaluation. When new locations are utilized students are surveyed regarding the effectiveness of the learning location or method. Online course outcomes are compared to those offered in the classroom and their effectiveness is evaluated by SAFE.

MAPT courses are available online or meet in a one-week intensive format; these courses are also available to students enrolled in other programs. All courses have 12 class sessions throughout the trimester, except one-week intensive courses or courses with retreats or field research experiences which require off-campus travel and class sessions in nearby cities. The Office of the Academic Dean has oversight of the learning environments and verifies that the location chosen is appropriate to the learning outcomes of the course.

B.3.2 Duration

The MAPT is a 60-credit, four-year graduate degree program delivered in a hybrid system. While this is a 60-credit hour program, which could be completed in two-years of full-time education, the program is designed for a four-year part-time completion.

B.3.3 Distinctive resources needed

Students in the MAPT program have opportunities for religious fellowship at Community Meals, Simply Supper, and other informal gatherings. Students have access to continuing education events that allow for engagement with a broader segment of the religious community. Students at the Findlay Campus engage with UF students in the BARS program when courses are shared.

Students at both the Findlay and Scotland campuses have access to the electronic resources of the WTS and Shafer library collections. The Findlay campus students have access to the physical book collections and to OhioLink and to OPAL collections by interlibrary loan. The Scotland campus students have access to a core of reference materials and some circulating materials. Additional collection development will be needed to meet the needs of the M.Div. program.

Students from both campuses gather for intensive courses offered at the Findlay campus and during these time frames are able to form collegial relationships with their peers.

B.4 Admission

An accredited Bachelor of Arts or Science degree or its equivalency in hours and scope of curriculum is required for admission. If severe limitations in the student’s background are noted by the admissions committee, the individual will be required to take
additional courses at the undergraduate level before being fully admitted to the program. Depending upon the student’s situation, a curriculum plan interview with the Academic Dean may be required as part of the admission process. If an applicant is denied admittance to the seminary, there is a two-year waiting period before reapplication.

The seminary occasionally registers for classes in its graduate programs students who have not completed an undergraduate degree. As many as 15% of the students in professional degree programs (M.Div., MAFM, or MAPT) may be admitted without a baccalaureate degree. This exception is limited to persons who give evidence that they will satisfactorily complete the academic requirements for the degree, as evidenced by successful completion of college-level courses in each of the following six areas: English composition, speech, history, critical thinking, psychology or sociology, and computer competency. Such applicants will complete a bachelor’s equivalency checklist (See BA Checksheet) to provide data for review by the Registrar and Academic Dean, and are required to complete an interview with two members of the admissions committee to evaluate the student’s readiness for graduate theological education. These students are expected to complete their degree program in a timely fashion in order to comply with Financial Aid and Satisfactory Academic Progress (FASAP) standards as they pertain to financial aid issues.

**B. Master of Arts in Clinical Counseling (MACC)**
*(Proposed—Approved by ATS, pending approval by HLC)*

**B.1 Purpose, goals, learning outcomes, and educational assessment**

**B.1.1 Purpose of the degree**

The Master of Arts in Clinical Counseling degree seeks to prepare individuals to be effective counselors and servants of the Lord Jesus Christ who integrate Christian values and beliefs into their work with clients from a multicultural and pluralistic society. Consistent with the mission of Winebrenner, students will incorporate the Christian principles of practicing generosity, seeking wholeness, and living missionally while also adhering to the counseling profession’s standards. 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 Educational Programs (CACREP), and to prepare students to meet the requirements of the State of Ohio Counselor, Social Worker, & Marriage and Family Therapist Board (CSW&MFTB) to become licensed as Professional Counselors.
B.1.2 Primary goals of the program

1. Prepare individuals to be effective counselors and servants of the Lord Jesus Christ who integrate Christian values and beliefs into their work with clients from a multicultural and pluralistic society.
2. 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.
3. Meet the requirements of the State of Ohio Counselor, Social Worker, & Marriage and Family Therapist Board (CSW&MFTB) to become licensed as Professional Counselors.

B.1.3 Learning Outcomes

1. Knowing: Graduates will complete all academic courses for Professional Counselors as required by the Ohio Counselor, Social Worker & Marriage and Family Therapist Board in order to sit for the licensure exam.
2. Being: Graduates will understand that counselors are more than their academics. Thus, graduates are required to demonstrate they are of good moral character with a clear understanding of ethics and multicultural mores.
3. Doing: Graduates through academic studies, practicum, and internship, will demonstrate their ability to become professional counselors to the satisfaction of their site supervisors, faculty members, Director of MACC program, and academic dean.

B.1.4 Educational Assessment

1. Knowing: Students will pass the state licensure exam upon completion of academic course work.
2. Being: Students will achieve growth in personal and professional goals as identified in the Introduction to Clinical Mental Health course and evaluated in the progress review process (upon completion of 30 credit hours) and during their supervised internship experience (during their last year with direct observation and evaluation by faculty and site supervisor).
3. Doing: Students will successfully complete their internship and pass the state licensing exam.

The clinical supervisor shall be one who is actively involved in Professional Counseling, has the status of supervisor as recognized by appropriate governing authorities, and agrees to supervise the student through the internship. The clinical supervisor will provide written evaluations of the student during the intern process to the program supervisor.

Education effectiveness is measure for all WTS programs using CWSLO data which is collated at the end of each Academic Year and published on the WTS website. The target for the MACC program is 85% effectiveness in each of three CWSLO areas.
Given that the MACC program will be initially offered in the 2014-2015 AY no formal system for evaluation of placement is in place. The creation of an Alumni Affairs coordinator position, made possible in part by grant dollars from the Lilly Endowment, will facilitate this data collection in the future.

Limited data is available in the ATS GSQ regarding the placement of WTS graduates. Given the unique nature of the MACC degree more formal tracking of these graduates and their success in completing the licensure process will be necessary.

B.2 Program content

The MACC degree includes core courses in the areas of religious heritage, cultural context, personal and spiritual formation as well as specialized training in counseling.

Students will gain skill in practice through practicum and internship placements. Religious heritage courses in the MACC include New Testament Foundations, Old Testament Foundations and A Survey of Christian Theology. Courses orienting MACC students to a broader social context in which counseling will be carried include Cultural Diversity and Survey of Christian Theology.

Opportunities for personal growth and spiritual formation will take place through practicum and counseling internship settings as well as course work related to counseling techniques and ethics.

Supervised experiences in the MACC program will take place through practicum and internship placements. The practicum and internship procedures for the MACC program will follow the guidelines established by the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board.

The MACC degree will conform to the requirements of the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board. In the future application will be made under the CACREP certification program when that standard replaces the existing standard of State of Ohio CSWMFTB.

The majority of courses in the MACC program are taught at the WTS-Findlay campus and are face-to-face classroom based courses.

MACC students are members of the broader seminary community. Opportunities for peer engagement and faculty engagement are offered through community events such as dinners and worship opportunities. Faculty are available to students during office hours, by appointment and also in informal engagement outside of the classroom setting. All courses offered require students to complete a course evaluation. When new locations are utilized students are surveyed regarding the effectiveness of the learning location or method. Online course outcomes are compared to those offered in the classroom and their effectiveness is evaluated by SAFE. Winebrenner’s unique delivery system provides maximum efficiency and consistency for students.

Courses are scheduled so students may complete their program by attending classes all day on Tuesday or several evenings per week (Monday, Tuesday, and Thursday). Most courses meet in three hour blocks each week during the trimester.

All courses offered require students to complete a course evaluation. Online course outcomes are compared to those offered in the classroom and their effectiveness is evaluated by SAFE. While it is possible that students in the MACC program may
occasionally complete a religious heritage course online the MACC is not a distance education program.

**B.3 Educational resources and learning strategies**

**B.3.1 Location**

The MACC program is offered on the main campus of WTS-Findlay and allows access to the WTS faculty, Shafer library collection, and to students in the same program and other programs of study. Clinical training sites meet all requirements of the state of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board.

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

The MACC program includes a formal internship. The procedures and policies are dictated by the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board. This accrediting body also mandates procedures for directed research in the MACC program. All independent study follows the WTS student Catalog guidelines. (See p. 42)

**B.3.2 Duration**

The Master of Arts in Clinical Counseling (MACC) is a 69 credit hour program that can be completed in two years of full-time study or in three or more years of part-time study. 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.

In order to ensure that a degree, when granted, represents education that is current and academically focused, requirements for each master’s degree normally include credit earned only within a ten year time frame. This includes credits earned elsewhere and transferred for credit into a degree program at WTS. Time limits for completion are listed in each program section under the sub-heading, “Description and Duration.” Variation beyond the ten year time frame is only with approval by the Academic Dean and may require the assessment of additional fees.
B.3.3 Distinctive resources needed

In instructors in the MACC program have degrees appropriate to the program as dictated by the standards of the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board. All supervising faculty have the appropriate licensure to serve in this capacity. Some instructors in the MACC program have a variety of congregational leadership experiences, and are also involved in clinical counseling from a Christian perspective.

Students in the MACC program receive instruction from 4 Ph.D’s in a variety of disciplines. Other instructors have appropriate Master’s level degrees in counseling in the context of religious communities and para-church organizations where WTS grads may find employment.

WTS benefits from a mutually enhancing relationship with the University of Findlay, the UF Religious Studies Department, and other theological institutions, such as United Theological Seminary with which it has cross registration agreements, in order to assist in the accomplishment of the seminary’s program goals.

B.4 Admission

An accredited Bachelor of Arts or Science degree or its equivalency in hours and scope of curriculum is required for admission. If severe limitations in the student’s background are noted by the admissions committee, the individual will be required to take additional courses at the undergraduate level before being fully admitted to the program. Depending upon the student’s situation, a curriculum plan interview with the Academic Dean may be required as part of the admission process. If an applicant is denied admittance to the seminary, there is a two-year waiting period before reapplication. In addition to the application process outlined in the General Academic Policies for Degree Programs sections; MACC students must have an undergraduate cumulative GPA of 3.0, must complete a background check, and must have an interview with the program director prior to being admitted to the program.

B. Master of Arts in Family Ministry (MAFM)

B.1 Purpose, goals, learning outcomes, and educational assessment

B.1.1 Purpose of the degree

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

**B.1.2 Primary goals of the program**

1. **Knowing:** The graduate will integrate a basic understanding of theology, Bible, Christian spirituality, and formational care.

2. **Being:** The graduate will manifest growth in personal wholeness, spiritual formation, and self-awareness.

3. **Doing:** The graduate will engage in God’s mission of reconciliation by demonstrating ability for guiding individuals and families utilizing basic counseling and formational skills appropriate to ministry situations in today’s culture.

**B.1.3 Learning outcomes**

1. **Knowing:** The student will write and articulate a coherent faith statement that represents the student’s best work in biblical studies, theology, and church history with direct observation and evaluation by faculty.

2. **Being:** The student will achieve growth in personal and ministerial goals as identified in the Ministerial Person course and evaluated in the progress review process (upon completion of 24 credit hours) and show indication of spiritual and personal growth in their Integrative Seminar Capstone presentation.

3. **Doing:** The student will successfully complete the capstone project, which includes a portfolio of written papers of class projects and give a presentation during their last trimester which demonstrates they have integrated program outcomes into class projects.

**B.1.4 Educational assessment**

While WTS has begun to measure completion rates for the MAFM program no formal system for evaluation of placement is in place. The creation of an Alumni Affairs coordinator position, made possible in part by grant dollars from the Lilly Endowment, will facilitate this data collection in the future. Limited data is available in the ATS GSQ regarding the placement of WTS graduates.

Education effectiveness is measured for all WTS programs using CWSLO data which is collated at the end of each Academic Year and published on the WTS website. The target for the MAFM program is 85% effectiveness in each of three CWSLO areas. In the 2012-2013 AY the MAFM program exceeded this goal with a score of 95% effectiveness.

The MAFM degree includes core courses in the areas of religious heritage, cultural context, and personal and spiritual formation as well as specialized training in counseling, specialized ministries included those to children and adults, as well as more general training in ministry skills.
B.2 Program content

During the past decade a transition in Christian ministry has occurred that is raising the awareness of the value and priority of holistic care and counseling in a Christian context. In response to this need and vision the MAFM program requires the completion of 48 credit hours that include the following:

*General theological education requirements (31 credit hours):*
- Old Testament Foundations*
- New Testament Foundations*
- A Survey of the History of Christianity
- A Survey of Christian Theology
- Interpreting God’s World and Word
- The Ministerial Person
- Discipleship Ministries
- Spiritual Formation
- Pastoral Care and Counseling
- Spiritual Direction
- Supervised Ministry
- Foundations in Theological Studies (one credit hour)

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

*MAFM requirements (17 credit hours):*
- Human Sexuality (CM 700.1 also required)
- Formational Prayer in Ministry (CM 700.2 also required)
- Marital Counseling (CM 700.3 also required)
- Family Foundations and Dynamics (CM 700.4 also required)
- Crisis Intervention in the Family (CM 700.5 also required)
- Integrative Seminar in Formational Care (two credit hours)**

**Included in the Integrative Seminar is a one credit hour senior Capstone project, as well as the courses listed after each core MAFM course. This will include an estimated ½ hour of combined classroom and homework in each of five trimesters in which a student is registered for a MAFM core course. In the final trimester of their program they will complete the integrative seminar. CM 700.1-6 will assist students in integrating the class topic into their own personal life, as well as into their practice of ministry. Each trimester that a student is enrolled in a MAFM core course they will also register for the corresponding CM 700.1-5 course. These will be graded P/F and a final grade assigned in CM 700.6.

Supervised Ministry takes place in the student’s final three trimesters of seminary and is a three-credit hour course. Each student is supervised in the chosen ministry setting and the course work is supervised by the supervised ministry instructor. The supervised
ministry manual describes procedures for supervision, details reporting processes, evaluation, and indicates the appropriate supervisory presence for students. Methods for terminating a supervision setting or selecting a new setting are also indicated.

The MAFM degree does not lead to licensure or certification and as such does not require specific standards for supervision beyond those of accrediting bodies.

B.3 Educational resources and learning strategies

B.3.1 Location

The majority of courses in the MAFM program are taught at the WTS-Findlay campus and are face-to-face classroom based courses. Some additional courses are taught in intensive formats that may include one week face-to-face coursework, hybrid course including online and classroom work, or course taught at a retreat center in a modified delivery system. All courses must meet the seminary standard of contact hours to qualify as three-credit hour classes. All non-standard course settings must be approved by the Office of the Academic Dean to ensure an appropriate location or delivery system, and rationale for that location or delivery method has been applied.

All courses offered require students to complete a course evaluation. When new locations are utilized students are surveyed regarding the effectiveness of the learning location or method. Online course outcomes are compared to those offered in the classroom and their effectiveness is evaluated by SAFE. Winebrenner’s unique delivery system provides maximum efficiency and consistency for students. Courses are scheduled so students may complete their program by attending classes all day on Tuesday or several evenings per week (Monday, Tuesday, and Thursday). Most courses meet in three hour blocks each week during the trimester. All courses have 12 class sessions throughout the trimester, except one-week intensive courses or courses with retreats or field research experiences which require off-campus travel and class sessions in nearby cities.

B.3.2 Duration

The MAFM program is intended as a two-year program. The 48 credit hour program allows for significant formational and educational development while allowing students to remain embedded in existing ministry settings or secular employment.

B.3.3 Distinctive resources needed

MAFM students are frequently in classes with students from other degree programs that ensures opportunities for substantive interaction and peer learning across a variety of backgrounds. Opportunities for peer engagement and faculty engagement are offered through community events such as dinners and worship opportunities. Faculty are available to students during office hours, by appointment, and also in informal engagement outside of the classroom setting.
B.4 Admission

An accredited Bachelor of Arts or Science degree or its equivalency in hours and scope of curriculum is required for admission. If severe limitations in the student’s background are noted by the admissions committee, the individual will be required to take additional courses at the undergraduate level before being fully admitted to the program. Depending upon the student’s situation, a curriculum plan interview with the Academic Dean may be required as part of the admission process. If an applicant is denied admittance to the seminary, there is a two-year waiting period before reapplication.

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

ES.1.3 Basic programs oriented toward general theological studies

D. Master of Arts (Theological Studies) (MA(TS))

D.1 Purpose, goals, learning outcomes, and educational assessment

D.1.1 Purpose of the degree

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

D.1.2 Primary goals of the program

1. Knowing: The student will integrate a basic understanding of the theological disciplines: biblical studies, theological studies, the history of Christianity, or religious studies.

2. Being: The student will relate theological study to the life of the church, academia, and to one’s personal vocational choice in a way that embodies the virtues of self-reflection and charity.

3. Doing: The student will demonstrate mastery of one discipline and the academic skills needed for further advanced studies in this discipline.
D.1.3 Learning outcomes

1. Knowing: The student will write and articulate a coherent faith statement that represents the student’s best work in biblical studies, theology, Christian history, or religious studies with direct observation, and evaluation by faculty.

2. Being: The student will achieve growth in personal and professional goals as identified in The Ministerial Person course and evaluated in the progress review process (upon completion of 24 credit hours).

3. Doing: The student will successfully complete the program capstone project under the direction of a thesis committee, by writing and orally defending a master’s thesis that demonstrates a mastery of one’s concentration and the ability to integrate all the theological disciplines.

D.1.4 Educational assessment

Education effectiveness is measured for all WTS programs using CWSLO data which is collated at the end of each Academic Year and published on the WTS website. The target for the MA(TS) program is 85% effectiveness in each of three CWSLO areas. In the 2012-2013 AY the MA(TS) program exceeded this goal with a score of 92% effectiveness.

While WTS has begun to measure completion rates for the MA(TS) program no formal system for evaluation of placement is in place. The creation of an Alumni Affairs coordinator position, made possible in part by grant dollars from the Lilly Endowment, will facilitate this data collection in the future. Limited data is available in the ATS GSQ regarding the placement of WTS graduates.

D.2 Program content

The MA(TS) degree includes core courses in the areas of biblical studies, religious studies, history, theology, and philosophy. The program includes a research thesis. MA(TS) students do not complete courses intended for professional ministry since the intention of the program is to prepare academics for further study.

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

General theological education courses required for all concentrations (33 credit hours):
Interpreting the Bible
Old Testament Foundations*
New Testament Foundations*
A Survey of the History of Christianity
Worldviews, Perspectives, and Christianity
Theology I
The master’s thesis is an opportunity to demonstrate proficiency in scholarly research in the student’s expressed area of concentration. A thesis is foundational preparation for those students desiring to go on for doctoral study, where a dissertation is required, or preparing for teaching ministries.

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

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

The proposal is submitted for approval to the student’s thesis advisor (first reader). After approval, the student may begin writing the thesis in regular consultation with his or her advisor.

The thesis should formulate and research a specific problem in the student’s area of concentration, employing the major primary and secondary sources, and demonstrating the capacity to deal with the problem or area of research using appropriate research methodologies and techniques. The form and style guidelines found in the current 8th edition of Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers* (2013) and *A Supplement to Turabian* by Robert Bernard are to be followed for both the prospectus and thesis. Turabian’s footnote format is the standard for thesis writing. Where Turabian is unclear concerning the format or style, the *SBL Handbook of Style* by the Society of Biblical Literature or *A Manual of Style* by the University of Chicago may be used. The student is expected to work closely with the thesis advisor and submit chapters or sections of chapters regularly. The thesis project must receive a grade of B or higher from the thesis advisor for approval to receive credit. All proposals and theses will become part of the Shafer Library collection for public use. Further guidelines on thesis writing will be available from the director of the MA(TS) program and the student’s thesis advisor. Graduation is only possible after all steps have been completed.
Students requiring a program extension to complete the thesis will, in consultation with the program director, request such an extension from the Academic Dean. Additional fees may be assessed.

The study of biblical languages is not required for all concentrations in the MA(TS) but is required in the Biblical Studies concentration:

MA(TS) with concentration in Biblical Studies
OT 606 Hebrew Grammar
OT 607 Hebrew Exegesis
NT 521 Greek Grammar
NT 522 Greek Exegesis
One Elective in Old Testament or New Testament

D.3 Educational resources and learning strategies

D.3.1 Location

The MA(TS) program is offered on the main campus of WTS. Access is provided to the physical and digital collections of Shafer library and via interlibrary loan to the resources of OPAL and OHIOLink.

D.3.2 Duration

The MA(TS) is an academic degree program consisting of 48 credit hours that allows a student to engage a concentration that fits his or her interests and goals. The degree program can be completed in two-years of full-time study or in three or more years of part-time study. The specific concentration of study will be determined in consultation with the director of the MA(TS).

D.3.3 Distinctive resources needed

MA(TS) students are engaged in course work with students from other programs who form a community of learning with substantial and regular classroom interaction. Opportunities are available for social and casual engagement with peers and faculty. Faculty members are accessible during office hours, by email, phone, and video conferencing.

Library resources are reviewed by the academic librarian. The course evaluation forms for each course ask for student evaluation of the library resources available for course work. These results are reviewed by the course instructor and by the librarian to ensure that sufficient library resources exist.

Concentrations are taught by a variety of instructors, both full-time and adjuncts, in order to ensure a diversity of perspective. Library resources are available to support each of the MA(TS) concentrations.
Students are provided with guidance and support for the particular vocational decisions related to the purposes of their programs through interaction with the program director. Assistance is also available from the Office of the Academic Dean.

**D.4 Admission**

An accredited Bachelor of Arts or Science degree or its equivalency in hours and scope of curriculum is required for admission. If severe limitations in the student’s background are noted by the admissions committee, the individual will be required to take additional courses at the undergraduate level before being fully admitted to the program. Depending upon the student’s situation, a curriculum plan interview with the Academic Dean may be required as part of the admission process. If an applicant is denied admittance to the seminary, there is a two-year waiting period before reapplication.

Educational equivalency for a baccalaureate degree is determined according to the standards noted in the WTS Academic Catalog. (See p. 25) In general, students must possess general and specialized studies comparable to a baccalaureate degree.

**ES.1.4 Advanced programs oriented toward ministerial leadership**

**E. Doctor of Ministry (D.Min)**

**E.1 Purpose, goals, learning outcomes, and educational assessment**

**E.1.1 Purpose of the degree**

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

**E.1.2 Primary goals of the program**

The goals of the D.Min program reflect acquisition of an advanced understanding of the nature and purpose of ministry, achievement of competencies in ministerial skills which are enhanced in comparison to those of a master’s level student, the ability to integrate new skills and growth through reflective practice, and continued growth in spiritual wholeness.
Program Outcomes for D.Min. Graduates

1. Knowing: The graduate will investigate and reflect on the critical challenges, issues, and opportunities of ministry.

2. Being: The graduate will manifest growth in achieving personal, spiritual, and professional goals.

3. Doing: The graduate will contribute new insights to the body of ministerial practice through quantitative and qualitative research during an intensive field research process.

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

E.1.3 Learning Outcomes

Assessment of these goals takes place through evaluation of key activities within the D.Min program as follows:

1. Knowing: Advanced levels of biblical and theological seminar participation and projects are evaluated via direct observation by faculty in four biblical research seminars in which students explore and examine with peers theological and ministry issues that integrate theory and praxis via student case studies.

2. Being: Case study presentations demonstrate and represent the student’s best work in theological, biblical, and spiritual reflection that are evaluated via direct observation by faculty in four core curriculum courses. Students experience renewal as they integrate strategic and systemic transformational initiatives within their life and ministry.

3. Doing: The capstone project consists of the student’s research project report, which integrates the program curriculum by designing a practical ministry model based upon the research data. An oral and written summary of the research project is presented in a symposium during the student’s final term. Supervision of the research project is provided by the research project team, research project coordinator, and D.Min. Director. Evaluation is completed via direct observation by peers, faculty, and the research project team: Students encourage and evaluate one another in cohorts as they complete a four-year research process that addresses a vital issue in their ministry context.
E.1.4 Educational assessment

CWSLO’s are evaluated for individual courses and also for the program as a whole. This is the responsibility of the Director of Assessment and is reviewed by the SAFE committee.

Student success in programs is measured through various direct methods including test, survey and project. Currently course descriptions are reviewed and approved by faculty. Supervised ministry uses the basic CWSLO’s as the formative rubric for all student experiences.

The Curriculum design and review committee (Initiated in November 2013) will review each course within a program to verify its contribution to and coherence with the CWSLO’s and program purpose and goals.

WTS is reliant on the GSQ and AQ data to provide the percentage of students who find placement appropriate to their vocational intentions since there is no formal tracking of alumni and graduates. WTS is reliant on the GSQ to evaluate the appropriateness of programs in meeting the needs of students.

CWSLO evaluation and educational effectiveness data provides a snapshot of the programs overall goals. Completion rates by percentage are not currently recorded. This data is available in Gradpro and should be included in future measures of educational effectiveness and used in evaluation of programs.

E.2 Program content

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

Four Core Curriculum Seminars DM 800—Spiritual Formation (2 credit hours)

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

DM 800—Spiritual Formation (2 credit hours)

Students demonstrate understanding of and commitment to personal spiritual formation. They practice the inward, outward, and corporate disciplines of the spiritual life and research the classic Christian streams of spirituality. They display individual self-awareness and insight into their own spiritual journey and develop a personal growth plan. Students also exhibit understanding of the Christian leader’s role in guiding the spiritual formation of a Christian community.
DM 820—Theological Reflection (2 credit hours)
Students demonstrate understanding of Christian ministry through selected readings and the theological case study reflection method. Students bring the biblical, theological, historical, spiritual, and practical resources of the Christian faith to bear on the case studies they provide from their own ministries.

DM 840—Formed in Christ for Community (2 credit hours)
Students demonstrate understanding of personal and group formation in spirit, soul, and body in relationship with Christ. They engage in formative experiences in the area of personal wholeness. Emphasis will be placed on a practical application to forming others in wholeness of life.

DM 860—Spiritual Leadership (2 credit hours)
Students demonstrate understanding of the ways God develops, guides, and empowers spiritual leaders. Topics include the leader’s challenge, role, preparation, vision, character, goal, influence, decision-making, schedule, pitfalls, and rewards. Clear guidance is given on how leaders can make a positive impact on the people and organizations they are currently leading.

Four Biblical Research Seminars Biblical Research (2 credit hours/seminar)
Students demonstrate in-depth exegesis of an Old or New Testament theme or book, with a practical application for their ministry context. Students will present and critique one another’s presentation to increase their self-awareness and effectiveness in communication.

Eight Research and Writing Seminars DM 880.1-8—Project Research and Writing (2 credit hours/seminar)
Students demonstrate skill in performing advanced ministry research by selecting a ministry problem, preparing a project prospectus, gathering appropriate resources, organizing an effective research model, evaluating the results, and presenting a final research project report.

Independent Research Courses DM 890, 891 Independent Research (2 credit hours)
An independent research course utilizes a directed-study format to guide the student in specific areas of inquiry related to their research project. Students are limited to two independent research courses in their curriculum plan. The D.Min. Director provides oversight in designing the independent research course pending approval by the Registrar and Academic Dean.

Research Project

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

The candidate has great latitude in the selection of a focus for the research project, which may include many possible ministry situations. In terms of quantity and quality, each research project report will be evaluated according to professional standards commensurate with doctoral level work as defined by the seminary’s comprehensive chapter evaluation rubric. (See Rubric Sample in D.Min. Manual provided in Resource Room)

**E.3 Educational resources and learning strategies**

**E.3.1 Location**

Intensive one-week seminars are held twice annually, in January and July, on the seminary’s campus located in Findlay, Ohio. The focus of a WTS doctoral candidate’s research project is not constrained by a specific program track or other institutional parameters. The design and intent of this degree program is to provide an opportunity for students to be engaged in prolonged research for the duration of the four-year degree program. The research process is a unique feature of the WTS doctoral program that affords a venue for in-depth research, reflection, and review with feedback from peers, mentors, and professors in the student’s specific area of research emphasis. The parameter for research emphasis is to be within the broad scope of kingdom ministry.

Components of the D.Min program

1. **Intensive Week Seminars:** In January and July, students meet with professors and other students during two seminars of two credit hours each. The morning seminars emphasize theological issues that are based on biblical research. The afternoon seminars utilize cohorts to focus on the research process and the project report. Faculty and students each bring academic and practical knowledge to the discussion. While professors shape the seminar design and provide class leadership, students are free to discuss, interact, and share, creating a positive learning environment and experience. Students will take a total of eight theological content seminars, plus eight research and writing seminars.

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

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

4. Research Project: The purpose of the research project is to provide students with an opportunity to study a particular ministry problem and provide an effective solution. Research projects can emerge out of such areas as administration and leadership, church development and planting, Christian education, counseling, discipleship, evangelism, missions, pastoral care, preaching, spiritual formation, stewardship, teaching, worship, youth work, and other areas. The research project should demonstrate doctoral level work and display how the candidate’s competence in ministry has been strengthened or transformed. Research projects are completed under the direction of a project mentor, external reader, writing stylist, research project coordinator, and the D.Min. Director.

5. All D.Min students make a formal presentation of their research findings during the January or July seminar class period. These are attended by members of the WTS community, faculty, staff, D.Min students, and other constituencies related to the student including church members, project mentors, denominational representatives and family members. All those in attendance are given opportunity to comment on the quality of the presentation and project work.

6. A copy of the final project is maintained in the D.Min office and also digitally cataloged in the Shafer library collection. All D.Min projects are available for access from the D.Min page on the Winebrenner Theological Seminary website.

E.3.2 Duration

As a four-year, in-service degree, the WTS Doctor of Ministry degree program affords students the opportunity to complete the program while remaining in full-time ministry. The program consists of 32 credit hours composed of seminar content, personal and professional development, and research and writing for the research project report. A distinctive feature of this D.Min. Program begins with the initial seminar as the student designs a prospectus to guide his or her research project, instead of waiting until midway through the program to begin the research process.

E.3.3 Distinctive resources needed

Given the nature of the D.Min program certain distinctive resources are necessary for successful completion of the program. All necessary resources of library, academic support services, and faculty are available to students in the D.Min degree. The community of peer learners, while fluctuating from month to month seminar session, is of sufficient numbers to allow substantial interaction between peers.

The D.Min program director, holding a D.Min degree, and the D.Min program assistant, holding a M.Div. degree, are supported in staffing the program by other faculty as needed. Support staff for the D.Min program include the full time teaching faculty, Registrar, Student Support Coordinator, Academic Advancement Coordinator, seminary
chaplain, business office, admissions staff, and other adjunct faculty as needed.

The D.Min program director, in consultation with the Office of the Academic Dean is responsible for determining program goals. Evaluation of faculty teaching in the D.Min program is carried out through the four-year faculty evaluation cycle. Mentors and supervisors are chosen by the student in consultation with the D.Min program director. Full time faculty are encouraged to use the D.Min teaching opportunities to expand their skills and practice.

Teaching responsibility in the D.Min program is assigned by the Academic Dean in consultation with the D.Min program director and follow all normative practices for other for other degree programs at the institution. Adjunct faculty, qualified mentors, or other personnel are orientated to the purposes and expectations of the D.Min program, by the D.Min program director. The D.Min program director ensures that structured learning experiences are oriented to the professional practice of ministry.

The Shafer library is available to the D.Min students. They have access to both the physical and electronic resources of the library as well as the services of the Winebrenner Theological Seminary librarian. The students in the D.Min program receive an orientation to the library services and refresher courses are available to the students at any point in a seminar week. The regular academic support services and resources of the institution (e.g., recruitment, admissions, academic records, academic advisement, faculty consultation, and evaluation) are available to the D.Min students. Additionally D.Min students are supported by the D.Min program assistant.

E.4 Admission

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

1. Applicants must possess an ATS accredited Master of Divinity (M.Div.) degree or its educational equivalent, as determined by the Academic Dean.
2. Applicant must give evidence of ability to do doctoral level work as indicated by a minimum cumulative grade point average of 3.0 (on a 4.0 scale) at the graduate level.
3. Applicant must have five years of ministry experience.
4. Applicant must be involved in a current ministry context and remain in ministry throughout the duration of his or her doctoral program.

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

1. Applicant must submit a completed application with a non-refundable application fee of $30.00.
2. Applicant must submit evidence of prior quality academic work documented by a final official transcript for all coursework completed in undergraduate and graduate institutions.
3. Applicant must submit a 750-1,000 word Ministry Assessment Essay (See below) and specifically answer how participation in the WTS Doctor of Ministry degree program will contribute to his or her ministry.
4. Applicant must submit a Ministry Study Endorsement Letter from his or her church board or appropriate supervising body acknowledging their support and encouragement of the applicant’s doctoral study program.

5. The D.Min. Director will schedule a telephone interview and/or campus visit.

Ministry Assessment Essay

The 750-1,000 word Ministry Assessment Essay is one important evaluative component of the entrance process at Winebrenner Theological Seminary. It will be used by the D.Min. Director to assess a prospective student’s writing ability and potential for success in the D.Min. program, and will be evaluated on these academic writing criteria:

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

If the essay does not meet Winebrenner’s academic standards, applicants may be required to complete a refresher writing course at a college or university of their choice before entrance into the Doctor of Ministry program. The essay will have six clearly defined sections:

1. Description of Ministry Experiences. Describe your commitment to Christ, both past and present ministry accomplishments and disappointments, as well as strengths and challenges that you presently bring to ministry.

2. Theological and Ministry Issues. Discuss two theological or ministry issues that have clearly contributed to your identity and maturity as a Christian ministry professional.

3. Participation in the Doctor of Ministry Program. State how your participation in the Doctor of Ministry program will contribute to the fulfillment of your personal and professional development and goals.

4. Family and Collegial Support. Comment on the encouragement and support that you expect to receive from family, friends, colleagues, and others as you enter the Doctor of Ministry program.

5. Other Related Information. Explain what other aspects of your background (abilities, accomplishments, education, personal qualities, and professional history) will contribute to your potential for success at Winebrenner. Please include an assessment of your computer skill level.

6. Verification. Complete your essay with a statement, along with your signature and date, that it solely represents your own work and not the work of any others.

M.Div. Equivalency

Applicants who have completed a master’s degree(s) or doctoral degree(s) but do not hold the Master of Divinity degree may apply for M.Div. equivalency by submitting an evaluation worksheet and supporting documentation, in addition to the documents that were submitted as part of the admissions process.
Winebrenner considers M.Div. equivalency as the successful completion of a master’s degree, and a minimum of 72 semester hours or comparable graduate credits. Transcripts of all post-secondary studies must demonstrate successful completion of graduate credits that represent broad-based work in theology, biblical studies, and the arts of ministry, in order for equivalency to be granted. Ministerial experience alone is not considered the equivalent of, or a substitute for, the master’s degree, but at least five years of full-time ministerial leadership is required.

After all documentation has been submitted, the equivalency portfolio is evaluated by the Academic Dean. Equivalency applicants will be required to complete an interview with the Academic Dean. On occasion, the Academic Dean and the D.Min. Director may request additional documentation in order to verify equivalency. Once a student has been granted WTS equivalency, he or she will be admitted to the D.Min. program and given permission to begin work on the degree.

The Admissions Committee may, at times, admit an applicant on probation with a cumulative grade point average (GPA) below 3.0. The reason for granting admission on probation is evidence presented by the applicant that his or her cumulative GPA does not necessarily reflect his or her competence to do doctoral level work. A student admitted on probation is required to maintain a 3.0 cumulative GPA and adhere to any other stipulations imposed by the admissions committee. Otherwise, he or she will be dismissed from the program.

Transfer of Credit

Students qualified for admission into the Winebrenner D.Min. program will be permitted to transfer sixteen hours of D.Min. coursework from another ATS-accredited institution. Care should be taken to match up the other institution’s courses with those of Winebrenner. To transfer credits, students must have earned a passing grade of “B” or higher and pay the Transfer Credit Fee. To request transfer credit, official transcripts must be received by the Registrar before consideration for doctoral credit will be given. Transfer students need to complete at least sixteen hours at WTS. Transfer credits need to be approved by the Academic Dean.

Summary and Recommendations from Chapter 3—The Theological Curriculum: Learning, Teaching, and Research

Main Strengths: WTS promotes a quality learning experience which reflects a variety of teaching methodologies and embedded practices of evaluation and assessment. Teaching and learning continue to be high priorities for the WTS faculty and staff. Students are encouraged to integrate their learning experiences with practical ministry settings. The re-design of the MIC program into the SM program is a reflection of this intention. Increased standardization of syllabi and review of same has created a more balanced program in terms of course materials, pedagogy, and outcomes. Use of technology including an online LMS has enhanced student access to courses.

Recommendations:
• Continue to evaluate curriculum design at the macro-level through the CCRD.
• Encourage and facilitate opportunities for student/faculty interactions outside of the classroom setting.
• Monitor the quality of education offered at the Scotland PA campus as this location moves from occasional course site to complete degree campus.
• Monitor the integration of the MACC (proposed degree) into the WTS curriculum as a whole.
• Continue to seek faculty with cross-cultural awareness and ability in order to foster an environment of cross-cultural and global awareness.
• Evaluate the role of corporate worship and community life at WTS and create new models for these engagements.
LIBRARY AND INFORMATION RESOURCES

4.1 Library Collections

The WTS theological library collection is housed in the Shafer Library building on the University of Findlay Campus directly adjacent to the WTS seminary building. In the summer of 2010 the WTS collection was interfiled on shelves with the Shafer Library collection. The WTS collection represents a count of 40,076 books (July 2012), and 3474 bound periodicals, 67 print journals and 2 electronic journals (March 2013). The combined Shafer Library and WTS Library holdings are in excess of 150,000 volumes.

In addition to the physical holdings of the WTS and Shafer library collections access is provided to texts through the Ohio Library and Information Network (OhioLINK) and the Ohio Private Academic Libraries (OPAL). WTS contributes to the yearly cost of membership in the OPAL consortium and has a separate membership to OhioLINK for which it pays a membership cost.

This access, as of March 2014, includes nearly 50 million books and other library materials, more than 100 electronic databases, over 81,000 e-books, thousands of images, videos, and 39,000 theses and dissertations from Ohio students.

_WTS Library Collection Development Policy_ (See _WTS Library Collection Development Policy_) was updated in February of 2014 in order to reflect support of the WTS curriculum and the relationship between WTS Library and the Shafer Library of UF. The collection development policy describes the types of materials to be added and maintained, citing the need for even development of physical print collection and access to electronic resources. Specific areas of collection that correlate with the seminary’s curriculum are identified, as are areas of exclusion such as fiction, devotional resources, popular works, and specialized monographs which do not support the overall collection spectrum. Criteria for materials purchased or leased include:

- Adherence to the library mission
- Support for faculty and student research
- Recognized or acknowledged authority and competence of the author/or work
- Fair and representative presentation of subject matter
- Relationship to the existing collection

Responsibility for development of the collection rests with designated faculty members and the WTS librarian. The policy is to be reviewed every two-years by the WTS librarian who will arrange for presentation of any needed changes to faculty. Because of the collaborative relationship and interfiling of the WTS Library collection with the Shafer Library collection the policy also describes this relationship and the relationship of the collection to the specific mission of WTS.

4.2 Contributions to Learning, Teaching and Research

The WTS librarian is available to assist students with resources to help them in critical research. All students enrolling in WTS are offered basic skills in utilizing the library’s research tools. IS 510 Foundations in Theological Studies is required in the
M.Div., MA(TS), MAFM, and MAPT programs. The D.Min and proposed MACC have separate library orientations given the unique nature of these programs and the specificity of the research in these programs.

The WTS library uses the Shafer library homepage as a beginning point for all research with links to digital resources and databases as well as academic search tools. Students can use JSTOR, EBSCO, OneSearch, and other academic search tools.

The WTS library collection is evaluated by students on each course evaluation form, beginning in Fall 2013, in which they indicate the availability of materials for specific research areas, and their use of electronic or print resources. Initial data samples suggest some areas of possible expansion of the collection, however, more data points will be needed to make an accurate assessment. At present the majority of students agreed or strongly agreed that library resources met the course needs. However, a number of students indicated that they are not using the library resources. The AAD has begun a process of collecting bibliographies from recent course papers in order to identify the materials being used by students. This data will be reviewed by the AAD/Director of Assessment in collaboration with the WTS Librarian.

A January-March 2014 sampling of usage indicates 1113 pdf text downloads from journal databases with an additional 1068 views of journal abstracts, and 239 physical books borrowed by WTS students from the WTS/Shafer collections with an additional 12 books used through inter-library loan from OPAL and OhioLINK libraries. The January-March trimester FTE was 56.1 graduate and non-graduate students with borrowing privileges.

4.3 Partnership in Curriculum Development

The WTS Librarian serves as a member of the WTS faculty and as such attends all faculty meetings to facilitate connectivity. The WTS Librarian selects the journals and books needed to meet the research needs of faculty and students in consultation with the WTS faculty. The WTS faculty regularly reviews publishers’ catalogs and makes recommendations regarding purchases to the Academic Advancement Coordinator who collates and forwards these to the WTS Librarian.

4.4 Administration and Leadership

Shafer library is currently managed by the University Librarian & College Librarian for Business. The WTS collection is managed by the College Librarian for Education and Winebrenner Theological Seminary. This librarian relates to the WTS faculty and administration through the Office of the Academic Dean. WTS Librarian reports to the Shafer Library Administrator and to the Academic Dean as a voting member of the WTS faculty. WTS contracts with UF for library services which include 20 hours per week for a librarian.

The WTS Librarian possesses a master’s degree in library sciences but does not possess a degree in theological studies. In the period of 2004-2009 the WTS librarian audited several seminary courses in an effort to address this deficiency. It is recommended that this practice of auditing or taking seminary courses for credit be
renewed in the next several academic years to refresh the librarian’s familiarity with and knowledge of theological studies.

### 4.5 Resources

The WTS library budget is an included line item in the WTS budget process. Additional expenditures are approved for expenses such as purchase of new databases in support of the MACC program, purchase of reference materials for the Scotland PA campus, and other specific needs of the institution.

While WTS employees a single librarian the WTS library is supported by the Shafer Library staff who currently number 6.8 staff positions. Student workers provide many of the clerical tasks at Shafer/WTS libraries. Some resources needed by Shafer/WTS libraries are provided through the OPAL consortium. This includes systems librarian services.

The library has sufficient space for materials, students, and staff. The University of Findlay has made incremental investments to improve the physical space over the past decade. It should be noted that a mixture of individual study and group collaborative spaces, as well as four specialized resource centers, exist across the UF campus for student use. WTS students have full access to these resources. A recent, Fall 2013, remodel of the main floor of the library conforming to a Library Commons model has provided additional and updated spaces for student groups and individual work. The university has relocated 5.5 professional staff from the Center for Teaching Excellence and Information Technology Services to Shafer Library. This results in a “one-stop” model for assistance with research and tech support for WTS students.

The WTS library collection includes several special collections. The CGGC archives are on loan to and located in, the CGGC Archive/Museum located in Findlay Ohio. The Rosenberry Family Collection contains original Antebellum American church history materials and is housed on the second floor of the WTS building. Both collections are locked and access is restricted to authorized researchers.

**Summary and Recommendations from Chapter 4—Library and Information Resources**

The relationship with Shafer Library at the University of Findlay and the interfiling of the WTS collection with the Shafer collection has both benefit and detriment to the WTS library. Significant attention has been paid by the UF and WTS librarians to addressing concerns in the 2004 report regarding the physical space of the library. The WTS librarian’s office has been relocated to the Main floor for greater visibility and accessibility. The WTS circulation desk, formerly located in the basement, has been eliminated and all circulation functions merged with UF circulation for greater efficiency. WTS students have made this transition smoothly and now function within the Shafer system while still having unique WTS barcodes which allow additional tracking of usage patterns. Shafer library continues to work towards a 21st century library space and WTS, through its representation on the Shafer /UF library committee, has a voice in this process. While this shared development is not ideal it
does provide essential library services in a more advanced setting and system than the seminary’s stand-alone finances could provide.

Main Strengths: Benefits to WTS include increased access to database offerings, broader variety of print materials, and access to the other UF services such as the Center for Teaching Excellence and Information Technology Services. Areas of improvement from 2004 include the increased activity of the WTS librarian in the orientation of WTS students to research skills and electronic resources and the revision of the Collection Policy to reflect ongoing needs of the seminary.

Recommendations:
• Continued monitoring of the WTS/Shafer relationship in terms of function of librarians and physical space needs
• Additional theological coursework for the WTS librarian to improve theological knowledge and ability to assist WTS students
5.1 Faculty Qualifications, Responsibilities, Development, and Employment

The members of the WTS faculty hold appropriate credentials for their specific disciplines. At present, all full-time faculty hold earned doctorates, either research or other format, in their area of teaching. In addition to earned degrees many have special expertise of experience in pastoral ministry, which further enhances their ability to teach in the seminary setting. (Faculty CV’s on file in Resource Room)

The full-time faculty has seen significant change and transition in the decade since the 2004 self-study and reaccreditation visit. These changes do not reflect any particular controversy or conflict but rather a series of professional decisions regarding retirement, relocation, the need to relocate to support a spouse’s career, or in one instance the death of a faculty member.

The resulting turnover has been challenging to coordinate. Remaining faculty has carried extra course loads, with compensation, in order to maintain teaching through the various transitions. In some instances professors have moved from one discipline area to another and in one extreme case from a discipline to another and back again. This same time period also saw the resignation of the Academic Dean, the appointment of an Interim Academic Dean, and the Board of Trustee’s approval of the interim as the present Academic Dean. This individual has extensive leadership training, but is new to the academic world as an administrator. Also in this transitional period several part-time faculty positions were created to augment instructors carrying heavier workloads. These have all been dissolved since the end of the 2013 academic year, with one part-time faculty person becoming full-time administration, and two others returning to adjunct rank. Despite these significant challenges the faculty as surveyed in 2013, noted strong satisfaction with working conditions at WTS. (See 2013 Faculty Survey)

Faculty members are required to conform to the WTS Faith Statement but no formal process of annual review of this document is required. Given the broad evangelical position of the faith statement this does not become an issue for the majority of faculty. In instances in which concern is expressed by a student or other constituent member the Academic Dean discusses the concern with the faculty member. Faculty members indicated anecdotally that the Academic Dean is supportive of academic freedom and no concerns have resulted in any formal or informal action by the AD.

In hiring full-time faculty, WTS uses a process which incorporates input from staff, faculty, trustees, and students. Faculty are selected for their credentials, proven teaching ability, and future usefulness to the institution as well as “fit” with the mission of WTS.

The exception to this hiring process is the addition of a program director for the MACC program. This position, largely administrative in function, employed the hiring process for administrators rather than that of a faculty hire. The specific needs of the MACC program, a Ph.D. in Counselor Supervision and Education, necessitated this change from the more normative practice.

Adjunct faculty are recruited by the Academic Dean, often in consultation with the department head or program director of the program in which the adjunct will primarily teach. These individuals are evaluated through student course evaluation forms.
and also as a part of the four-year faculty evaluation cycle. All adjunct contracts are subject to review, renewal, or termination on a trimester-by-trimester basis.

Since the 2004 self-study report and reaccrediting visit, the role of Program Director has been more clearly defined and compensation added to faculty contracts where this role is required. Program Directors have oversight for the design, planning, and execution of their particular programs. They are advised in areas of assessment for programs by SAFE and supported in program modification by the work of the CCRD. Program Directors are actively involved in retention within their program through phone calls to students each trimester. (See Comprehensive Retention Plan) They meet with each student at the beginning of their program and throughout the program as needed or if requested by the Student Support Coordinator or Office of the Academic Dean. Program Directors annually review the Catalog publication that relates to their program and verify the accuracy of all materials published therein.

Policies concerning faculty rights and responsibilities, freedom of inquiry, procedures for recruitment, appointment, retention, promotion, dismissal, faculty evaluation, faculty compensation, sabbaticals, and other conditions of employment are published in the Operations Handbook, which is provided to all faculty upon employment and made available in electronic format on the Faculty/Staff Blackboard Organization site. The 2013 survey of faculty indicated some uncertainty regarding the availability and knowledge of the Operations Handbook. (33% of faculty indicated lack of knowledge of the Handbook or indicated that the procedures contained within were unclear.) This may be indicative of the number of faculty changes in a short time period. The electronic publication of this material should serve to address this concern.

WTS does not use a tenure system. However, faculty rank is recognized and awarded on the basis of credentials, teaching experience, and promise of future scholarship. The elevation of a faculty member is by recommendation to the Board of Trustees Committee on Academic Affairs. This takes place on an annual basis at the April meeting of the Board of Trustees subject to any faculty who are eligible applying for elevation.

An area of noted concern for faculty at WTS is that of compensation. While faculty express satisfaction with working conditions and support services there is expressed concern in the 2013 faculty survey regarding compensation and benefits. At present faculty compensation does not include any employer-paid benefits. Faculty must pay health insurance premiums, pension, and any other benefits from base salary pay. Several faculty reported that the salary paid is not adequate to meet their needs. Those who indicate satisfaction with salary typically have a working spouse or other means of support. One faculty member notes “small seminaries tend to pay below the level of pastors we prepare for ministry!” (See 2013 Faculty Survey)

Faculty members indicate that the workload is appropriate and allows attention to students, scholarly work, and church involvement. The only expressed concern regarding workload was in reference to the additional work required to assist in the self-study process. (See 2013 Faculty Survey)
5.2 Faculty Role in Teaching

WTS faculty have freedom in the classroom to discuss subjects in which they have competence by formal education and practical experience. Many WTS faculty have pastoral ministry experience in addition to formal education and are able to bring this experience to bear in teaching. The WTS Catalog indicates that students and faculty are encouraged to hold their beliefs “charitably and non-coercively with the community.” (2014-2015 Course Catalog, 18) The gracious and generous orthodoxy allows for diverse positions within a broad evangelical framework. In an interview conducted with the Academic Dean he notes, “Academic freedom and general freedom of inquiry are important for the classroom as well. Professors or students should never be harassed in any way for their questions and views. Each class should foster an open and safe ethos. We do not just tell students what they should or must believe or think. We want students to develop their own critical thinking skills and an open environment in which professor and student alike are free to probe sometimes difficult theological and biblical issues.” (Interview with Joel Cocklin, Academic Dean, August 19, 2013)

WTS faculty seek not only to instruct but also to encourage students in the integration of concepts into their practical experiences and personal formation. Many syllabi reflect the integration of knowledge, experience, and formation.

WTS faculty, as a result of the collaborative agreement with UF, have access to significant educational technology, classroom projectors, computers, Blackboard LMS, and can benefit from training through the UF Center for Teaching Excellence. Additionally, many instructors use Skype, Face time, Blackboard Collaborate, or phone contact to remain in touch with students as a distance from the campus. Faculty offices are available and provide appropriate equipment. Access to the WTS library collection is available both in physical and electronic format with generous circulation rules for faculty.

The overall issue of faculty development is an area of challenge for WTS. Increased opportunities for faculty development in the area of technology are needed as well as a more general plan of faculty development. At present, budget dollars exist for each faculty member to self-select programs, events, conferences, or courses for professional development. Little direction or support is given beyond the provision of these dollars. Little opportunity exists for collegial sharing of knowledge since many faculty have limited office hours or campus presence. However, faculty office hours are not mandated to any particular day or understood to encompass campus hours only. This accommodates the scholarly and ministry pursuits that are encouraged among faculty.

The faculty evaluation four-year cycle has been reinvigorated by the addition of the Assistant Academic Dean (AAD) who is responsible for coordination of this program. The four-year cycle had missed a year due to the change in Academic Dean in the 2011-2012 academic year. In order to rectify this oversight both a Student Evaluation of Faculty and the Academic Dean’s evaluation were engaged in the 2013-2014 academic year. The AAD evaluated each full faculty and adjunct faculty in the classroom during a regularly scheduled class session. Online courses were also evaluated using the same rubric as that of face-to-face classroom settings. These evaluations were shared with the faculty member and the AD during an interview with the AD, AAD and faculty member. Some of these interviews were conducted by Collaborate session due to distance and time...
constraints. Faculty were reintroduced to the *Annual Personal and Professional Development Plan* and asked to begin this annual process. Due to faculty turnover some faculty were unaware of the APPDP. Additionally, this process had not previously been included in adjunct reviews. Future attention will be needed to ensure the ongoing implementation and evaluation of faculty using the four-year cycle and the APPDP.

5.3 Faculty Role in Student Learning

Faculty members are represented on the *SAFE* Committee, which has oversight of student learning through identification of CWSLOs. Each instructor identifies individual course goals and outcomes. Methods for assessing the individual course are the responsibility of the instructor. These vary from course to course but include report writing, research assignments, oral presentation, examination, term papers, and various other assessment points. Review of syllabi by the Office of the Academic Dean allows for input into methodology for assessment in instances in which new courses are developed or when adjuncts are teaching. Degree program CWSLO’s are evaluated by *SAFE* and the *Director of Assessment* with this data provided to all program directors.

Faculty were represented during the recent review and edit of the Library Collection Policy. Faculty also provides regular input to the WTS librarian regarding the direction of collections and book acquisition. The CCRD makes recommendations to faculty regarding the development of education technology since the work of the previous Online Education Committee has been incorporated into the work of the CCRD.

The commuter nature of the student body makes engagement with faculty more complex but equally provides a compact time frame, all day Tuesday, in which the majority of students and faculty will be in the facility for some portion of the day. Faculty are required to post office hours each trimester, and these in turn are posted in the *Student Organization* in Blackboard for ease of reference. Faculty also make themselves available to students by phone and email for advising and other contact needs. More casual interaction is made possible through *Community Meals* on a monthly basis during the Fall and Spring Trimester, *Simply Supper* gatherings at the UF dining facility, and in hallway conversations during class breaks for the lunch and dinner hours on Tuesday.

The diversity of the faculty, drawn from a variety of denominational backgrounds, allows for support of a diverse student body. Faculty typically cultivate relationships of advising with those students assigned to them but also with students of similar denominational background or ministry interests. For example, the *AD* comes from a military chaplaincy background and is able to advise students who are making the transition from military life to seminary or those who are actively seeking a role as military chaplains. These organic relationships are one of the strengths of the institution.

5.4 Faculty Role in Theological Research

Since WTS does not view itself as a research institution there are no written requirements for expectations and requirements of faculty research. Many full-time, and some adjunct faculty, engage in research and writing as a part of their regular duties. Many sabbaticals include writing projects as a part of the sabbatical plan. “The usual program (of the Sabbatical Leave) is expected to be that of further study, including
special research, writing, or travel for professional development.” (Handbook of Operations, 42) This sabbatical leave, offered after six years of full-time service, provides professors with the opportunity for research, intellectual growth, and attendance at conferences, unique worship opportunities, and seminars. At the end of a sabbatical faculty are asked to provide a short presentation to faculty making note of any research and intellectual growth they have experienced.

While WTS does not require specific research targets from faculty there is a clear commitment among faculty to research areas of interest and an environment that is supportive of freedom of inquiry, contributions to scholarly discussion and publication. (Evidence of same can be demonstrated through the CV’s of full-time faculty) Faculty members are provided with professional development funds that can be used for travel to professional conferences where several professors routinely present. Others have chosen to informally publish through Google Books, WordSearch, or Logos Bible Software rather than more traditional publishing houses.

Currently, some TA’s are used as research assistants rather than in the more traditionally understood role of teaching assistant. It would be beneficial for WTS to clarify the intention of this program and to encourage separate terminology for graduate research assistants (GA) as opposed to teaching assistants (TA).

Faculty members provide trimester based update reports, which include opportunity to indicate current areas of research, seminars lead, speaking engagements, and to note recent publications. These records are filed as a part of ongoing faculty evaluation records.

Summary and Recommendations from Chapter 5—Faculty

Main Strengths: WTS faculty, despite significant changes in personnel and roles over the past decade, continue to be cohesive and dedicated to the roles of teaching and research. Commitment to the mission of the school is high, working conditions are viewed as favorable, despite the challenges of low compensation.

Recommendations:

• Continued review of faculty salaries by Board of Trustees and increases as budgeting allows
• Revisit faculty benefits with particular attention to the issue of health care
• Distinguish between TA’s and GA’s and promote these positions in order to develop future faculty for this and other institutions
• Provide opportunities for faculty professional development in addition to funding for individualized use.
WTS recognizes that students are central to all educational activities in which it engages and are served by the institutions programs and curriculum. The provision of quality policies and practices related to recruitment, admissions, student support services, student borrowing, and placement are necessary to the student experience.

6.1 Recruitment

WTS Admissions Office staff currently utilize a variety of methods to recruit prospective students. These include:

- Magazine, radio, and TV advertisements
- Website and web page traffic enhancing listing services
- College and university campus visits and graduate school fairs
- On-campus activities such as individual campus visits
- Several annual WTS campus open house events
- Several offsite WTS information events
- Personal recruitment by alumni, staff, and faculty

The 2010-2011, 2011-2012, 2012-2013 entering student questionnaires all indicate that the website is the single most effective point of first contact for the seminary. The WTS website is adequate but would be improved as a recruitment tool by the addition of student stories, regular updating, and easier access to the *Student Catalog* and programs offered. Banners advertising key programs with particular focus on new programs or changes in program that are beneficial to students would improve the website. The use of “real” student photos rather than stock photos is preferable.

In each of the above mentioned recruitment endeavors WTS places great value on the accurate representation of itself as an institution whose primary educational mission is to prepare Christian leaders for service in the kingdom of God by being a broadly evangelical and ecumenical institution of theological education.

The WTS *Catalog* (2014-2015 Academic Catalog, p. 17) defines the purpose and mission of the seminary. It should be noted that the WTS mission statement can be understood as applying only to those students entering congregational or parish settings. Further exegesis of the mission statement is necessary for students to understand themselves as a part of the broader global church rather than a specific setting. This is an area of needed clarification. It may be necessary to update the mission statement to be more broadly reflective.

The WTS vision statement and philosophy of education further describe the qualities of the education prospective students will receive.

WTS requires prospective students to verify with their denominational representative the appropriateness of their chosen program at WTS. Given the varied denominational backgrounds of our students this is an essential understanding.

WTS also seeks to provide students clarity regarding the potential settings in which each of the offered degrees may be utilized. This is generally noted in the *Catalog* description of each program. (See for example: disclaimer in MAFM program regarding...
lack of licensure, need for additional credits to meet chaplaincy requirements. 2014 -2015 Academic Catalog, p.52-53 )

An area of concern is the lack of a dedicated staff person focused on recruitment. The current admissions officer has other responsibilities within the Institutional Advancement office, including recruitment, website management, admissions and church relationships, resulting in split focus and the need for remarkable time management skills in order to accomplish all tasks. This area has been given recent attention resulting in the creation of the 2014 Enrollment Plan which includes timelines for the hiring of additional enrollment staff. (See 2014 Enrollment Plan available in the Resource Room)

6.2 Admission

Currently WTS admission’s process meets the essential standards required for admission into masters and doctoral programs. The institution verifies the educational background of each prospective student through the review of transcripts. Letters of recommendation are required and reviewed. More stringent analysis of a student’s suitability for the program is generally not engaged unless items in the transcript, educational history or letters of recommendation suggest the need for further investigation.

All students admitted to WTS possess the requisite undergraduate or graduate degree for the program to which they are admitted or are required to complete necessary coursework, or demonstrate equivalency. Currently program directors are not involved in the admissions process with the exception of the D.Min program director who conducts interviews with prospective students. Several program directors indicated a desire to be more involved in the admissions process or to have input in the admission procedure. This will also be key in administration of the MACC (proposed) program in which students will need to demonstrate specific personal qualities to succeed in the program.

WTS student population demonstrates some ethnic and racial diversity. The 2013 ESQ indicates a predominantly Caucasian class with some Asian and International students in attendance.
The student population reflects a roughly 3:2 ratio of male to female students. At present there are twenty-three distinct denominations represented among the student body which contributes to a significant degree of diversity in this regard.

WTS encourages students who have not yet completed baccalaureate education but express interest in seminary education to pursue an undergraduate degree in a discipline other than religious studies in order to provide more depth and range and prefers students whose undergraduate degree demonstrates broad preparation. IS 510 serves as the orientation class for M.Div, MAPT, MAFM, MA(TS) programs and allows identification of students admitted with areas of deficit in their undergraduate programs. This deficits are addressed through remedial support of these students as identified.

6.3 Student Services

Policies regarding students’ rights and responsibilities are published in the Academic Catalog, posted in the Student Organization on Blackboard, and available on the website. Students are oriented to these policies during the IS510 orientation and in separate orientations in the D.Min and MACC programs.

The student services committee provides oversight for student support services and is chaired by the Student Support Coordinator. This committee has initiated a survey of students, issued each trimester, that asks students to identify their satisfaction with student services including writing assistance, financial aid, library resources, and other key areas. (See SS Survey data and Student Services Survey Spring 2014)

All students at the Findlay campus have full access to the student services. Services are still in development at the Scotland campus. (See ATS petition new extension site)

The Registrar maintains a permanent file for each admitted students which contains admissions information, course work attempted and completed, a current transcript, and other appropriate information. This information is also maintained electronically in Gradpro. The electronic database is routinely backed up by the software provided. All physical files containing student records are maintained in lockable
fireproof cabinets and are secured in the Registrar’s office which is locked when not occupied.

Tuition, fees, and other program requirements are approved by the Board of Trustees and reviewed periodically by the business office to ensure that necessary costs are met by these fees.

Requirements for programs, including courses, non-credit requirements, graduation requirements, grading policies, and other academic policies are published in the Academic Catalog. The Academic Catalog is reviewed annually by the members of the A-Team (Academic Advancement Team), which includes the Academic Dean, Assistant Academic Dean, Registrar, Student Support Coordinator, and the Academic Advancement Coordinator.

Student financial aid is distributed according to the ATS, federal, and regional accrediting requirements.

A formal complaint process is published in the Student Handbook and includes a process for complaints in areas related to the accrediting standards of the Commission. In the event of a formal complaint a record will be maintained in the Office of the Academic Dean. No formal student complaints have been received since the publication of this policy in 1994, the existence of which was verified by review of the Student Handbook circa 1994. (Document on file in the Registrar’s Office)

6.4 Student Borrowing

In May of 2013 the Director of Assessment initiated a survey of WTS students regarding their indebtedness, including both educational and consumer debt. (See Data Student Indebtedness) The resulting data encouraged WTS to apply for a grant from the Lilly Endowment to address the economic challenges faced by WTS students and graduates. WTS was awarded a grant by Lilly and is beginning the process of researching current debt of students and alumni, the impact of this debt on their ministry plans and careers, and designing financial literacy materials for use by WTS students, alumni and other area ministry leaders. (Lilly Project Summary)

WTS staff in financial aid, the Registrar and admissions staff counsel students regarding the impact of debt, encourage conservative borrowing practices, and provide clear disclosure of the impact of loan repayment. Posters describing repayment rates are posted in key locations and referred to by staff where appropriate.

The Lilly grant will allow more focused resources and will also allow the development of mentors who will be able to assist students who self-identify as needing additional assistance in areas of financial literacy. WTS recognizes the significant potential of this grant and the research it will provide. Moreover, WTS is involved in the ATS supported cohort group who will share information and meet periodically throughout the grant period. This will allow further learning and development in this area.

6.5 Placement

Placement remains an area of significant challenge for WTS. Unlike denominational schools in which the majority of the student body are sponsored by the
denomination and anticipate placement within that denomination, WTS students are drawn, at present, from twenty-three denominational systems. Providing placement for all students falls outside of our area of influence for the majority of our students. Seeking data regarding placement is difficult given the varied denominational settings.

The complexity of this situation requires non-traditional approaches. In seeking to “provide appropriate assistance to persons seeking employment relevant to their degree” (ATS 6.5.1) WTS operates a job-opportunities board to which local churches post available positions. This provides students and alumni with some opportunities. WTS website also includes a job-opportunities page which contains links to a broad range of ministry staffing websites, denominational listings, and links to descriptions of various denominational processes for placement. This information does not replace a robust placement process but it does provide students with some resources.

WTS has not adequately monitored the placement of graduates. Several program directors can anecdotally reflect on patterns of placement but little hard data is available beyond that offered by the ATS alumni survey of which only two have been initiated to date. A portion of the work of the newly hired Leadership One Coordinator (funded in part by Lilly Endowment Grant) will be alumni contact and updating current placement information.

Summary and Recommendations from Chapter 6—Student Recruitment, Admission, Services, and Placement

Main Strengths: WTS meets standards in terms of policy and procedures for student services. Standards exist and are followed for admissions. Basic structures exist to support the needs of students from their initial inquiry to their graduation.

Recommendations:

- Hire recruiter with experience in social media recruitment methodology
- Write recruitment policies and procedures manual
- Improve website for ease of access by prospective students
- Consider program specific criteria for admissions and/or involvement of the Program Director in the admissions process
- Develop student services for the Scotland Campus to replicate or support services provided at the Findlay Campus
- Develop, through Lilly grant funding, financial literacy materials, financial mentors for students in need, and foster an environment of financial literacy among all constituencies.
- Develop method to monitor placement of graduates and review admissions policy in light of these trends.
AUTHORITY AND GOVERNANCE

WTS seeks to maintain a bond of trust among all constituencies articulated through a shared governance design in which all institutional parties are aware of their responsibilities and are able to encourage others in the pursuit of their respective responsibilities. WTS understands that the governance processes of a theological education institution should reflect faithful leadership in addition to the more formal legal structures and bylaws by which it operates.

7.1 Authority

The authority of WTS is defined in the charter, articles of incorporation, bylaws, and statements of ecclesiastic relationship to the Churches of God, General Conference. WTS is further defined by the civil authorizations granted to it and through the oversight and authority of its accrediting bodies. Winebrenner is chartered by the State of Ohio and has received a Certificate of Authorization from the Ohio Board of Regents. The Scotland campus is chartered by the Commonwealth of Pennsylvania and has received a Certificate of Authorization for the M.Div. and MAPT programs. Winebrenner is in compliance with the rules and regulations of the Ohio and Pennsylvania Secretaries of State. WTS was incorporated December 2, 1960 and has filed necessary Statements of Continued Existence of Corporation—Not for Profit. As an IRS 501 (c) (3) Tax Exempt Organization WTS is in compliance with all Internal Revenue Code Sections 501 regulations and requirements. Winebrenner Theological Seminary is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada, and by the Higher Learning Commission of the North Central Association of Colleges and Schools. It is currently seeking reaccreditation status with both accrediting bodies in accordance with their 10 year re-accrediting processes.

Initially, approval for the proposed MACC program has been received from the ATS, State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board. Approval from HLC is pending for this program. In the future application will be made under the CACREP certification program when that standard replaces the existing standard of State of Ohio CSWMFTB. (OBR, CSMFTB, and ATS letters available in resource room)

These various documents and relationships provide WTS the authority to establish educational programs, confer degrees, and to provide for its faculty, staff, and students while assuring institutional quality and integrity.

The Organizational structure of WTS (See Organizational Chart) reflects the overarching authority of the Board of Trustees, mediated through the office of the President, the Vice-President of Institutional Advancement, the Vice-President Academic Advancement, and the Vice-President of the Pennsylvania Initiative. The Board of Trustees is constituted through the authority of the Churches of God, General Conference, which as the supporting denomination holds the institution in trust. The General Conference retains the right to appoint trustees who in turn elect the President, appoint Vice-Presidents and authorize the hiring of faculty members.

Day to day operations of the seminary are delegated to the President and through him to the Vice-Presidents who are respectively responsible for the routine practices of
the seminary and for further delegation of responsibility to faculty and administrative staff.

With regard to the Findlay and Scotland Campuses, oversight of Institutional and Academic processes are the responsibilities of those respective Vice-Presidents. The Vice President of the Pennsylvania Initiative is responsible for day to day operations of the physical plant of the Scotland Campus, leases and relationships with lease holders, and other non-Academic or Institutional concerns. All three Vice-Presidents report, via the President’s Council to the President and share information in a collegial fashion in order to ensure the ongoing operational effectiveness and cohesiveness of both campus settings.

7.2 Governance

WTS utilizes a shared governance model in which the broad evangelical unity, which it upholds as a central value, is reflected in the relationships of the institution and its governing board to constituencies and publics. The historic and central relationship with the supporting denomination is upheld and recognized formally in the makeup of the Board of Trustees. With regard to the student body composition and the denominational affiliations of faculty a broad evangelical unity is sought rather than specific denominational affiliation. This broad unity is also reflected in the relationships of the institution to other denominational authorities and structures and in relationship with other theological institutions and higher education providers.

The shared governance structures of WTS provide clearly mandated authority and responsibility for the governing board, administration, faculty, and students. Policies and the creation, review, approval, implementation, and evaluation thereof, are the responsibilities of the governing board at the institutional level and of the President’s Council where those policies relate to the day-to-day operations of the institution. Faculty are responsible for the approval of items related specifically to the educational processes of the institution. Representatives of the student body attend the Board of Trustees meetings and Faculty meetings. There is no student representation to the President’s Council. The proposed addition of the Scotland Campus as a degree completing campus will require methodology for including the Scotland Campus students and full faculty in the governance structures at WTS.

Members of the faculty and administrative staff are, through various organizations and structures, cognizant of significant changes and developments in other organizations and communicate these as appropriate. The monthly “mega meeting” hosted by the President and attended by members of the faculty, administration, and staff serves as a clearinghouse for information and opportunity for questions and concerns.

7.3 The roles of the governing board, administration, faculty, and students in governance processes

7.3.1 Governing Board

The Board of Trustees (B of T) serves as the governing board of WTS. It provides oversight and maintains the institution’s integrity and freedom from inappropriate external and internal pressures through management of the financial instruments of the
seminary, engaging legal counsel where needed, and ensuring professional and independent audits. The Board of Trustees seeks to maintain procedural fairness and freedom of inquiry.

The Board of Trustees chooses the chief administrative officer, the President, appoints faculty, confers degrees, enters into contracts, approves budgets, and manages the assets of the institution as demonstrated by the activity reflected in the minutes of the April and November trustees meetings and actions of the Executive Committee in the intervening months.

The Board of Trustees approves all submissions related to the standards of accrediting bodies and public authorities. This is clearly demonstrated in the recent involvement of the B of T in the decision to develop the MACC degree program and in the purchase and development of the Scotland PA property. The agendas of the B of T in the 2012-2014 fiscal years demonstrate the decision making process with reference to both processes. (See Board of Trustees Agendas)

Members of the Board of Trustees reflect some ethnic diversity. Of the 25 trustees currently serving there are: 15 trustees, three trustees by virtue of office, four trustees emeritus and three honorary trustees. The diversity of these members is tracked by age, profession, membership in the CGGC, UF board membership, and geographic locations. Age groupings of the 25 trustees are: three trustees in their 40’s, five trustees in their 50’s, five trustees in their 60’s, eight trustees in their 70’s, one trustee in his 80’s and three trustees, including two honorary trustees whose information was not included in the reporting.

Gender of the 25 trustees are: four female trustees and 21 male trustees. By observation there are four trustees of racial and ethnic heritage other than Caucasian, three are African-American and one is of Asian descent. WTS should begin to track the ethnic diversity of the B of T and to compare this diversity to the broader Northwest Ohio population and to the Kingdom of God in general.

The Committee on Trustees is responsible for all orientation of new trustees, evaluation of individual members and the board as a whole and for all developmental activities. Individual trustees are interviewed and evaluated every three years based upon a list of expectations (See Trustee Expectations available in the Resource Room). Based upon their performance and willingness to serve the committee makes a recommendation to the full board as to whether they continue. If approved by the board the names are then sent to the Administrative Council of the Churches of God, General Conference for final approval.

Each board meeting includes two to three hours of developmental time. At the most recent interim meeting in April, Dr. James Bultman, president emeritus of Hope College led the group in discussion on board effectiveness in fund raising. Over the past three years other topics have included: Spiritual formation led by Dr. Gwen Ebner, Leadership, a discussion of Good to Great by denominational director, Pastor Ed Rosenberry, Review of planning referring to Higher Learning Commission financial focus visit report led by Dr.’s Joel Cocklin, David Draper and Jim Allen, Models of Ministry for the 21st Century by Dr. James Resseguie, Review of mission effectiveness with the question “What Is God Doing in Your Corner of the World” by Professor Kathryn Helleman, Review of Access Granted campaign case statement by Pastor Dennis
Koontz, and a big picture update on Scotland campus by Dr. David Newell and Pastor Dennis Koontz. The work of the B of T is further defined by the Conflict of Interest Disclosure Policy (See Conflict of Interest Policy in the Operations Handbook).

The work of the B of T is guided in part by the Strategic Plan initiated in 2001 and updated to reflect ongoing developments. The minutes of the November 1-2, 2012 B of T meetings reflect additional insight and information regarding this strategic planning process. An area of needed development for the B of T, noted in the 2004 report, is the need for a clearly defined standard for institutional effectiveness, comparable to the definition for educational effectiveness demonstrated in the Academic Affairs department of the seminary. Of additional concern to the 2014 self-study teams was the lack of student input in issues of strategic planning. They suggest the inclusion of students in the strategic planning process through the use of survey instruments.

7.3.2 Administration

The chief administrative office of WTS is the President who is responsible for achieving the schools purpose and guiding the mission and vision of the institution by implementing policies and structures in collaboration with the governing board, faculty, students, administrative staff, and other key constituencies. The President is supported in these functions by the President’s Council, made up of the President and all Vice-Presidents, plus a recording secretary, who serve as a sounding board and policy making body for the day to day operations of the seminary.

The mission and vision of WTS and its shared values determine the methods by which physical resources, financial resources, and personnel are managed. Of concern, noted above, is the lack of a clear institutional effectiveness standard by which the implementation of the mission and values can be measured.

Recent hires in the administrative staff have included more diversity of gender and ethnicity; however, the overall makeup of the administrative staff continues to reflect a largely Caucasian population. All senior administrators are both Caucasian and male.

The organizational structure of the institution is defined by Organizational Chart and further developed through the job descriptions that flesh out the implementation of the organizational structures. Each member of the administration reviews his or her job description annually as a part of the performance evaluation process and has an obligation to note changes or discrepancies.

7.3.3 Faculty

Faculty provide leadership in the development of academic policy, oversight of academic and curricular programs and decisions, establishment of admissions criteria, and recommendation of candidates for graduation. This leadership is exercised through the participation of faculty in committees such as SAFE, Admissions, Curriculum Review and Design, and through the increased role of Program Directors in design of their respective programs as well as through the normative functions of the Faculty which meets regularly during the Academic year.

Faculty are represented to the Board of Trustees by a representative appointed at the beginning of the academic year by the President’s Council. The faculty representative
sits on the Committee for Academic, Faculty, and Student Affairs. This individual is a full-time faculty member who is recommended to the President’s Council by the Academic Dean.

7.3.4 Students

Students are represented to the B of T and to the faculty by an appointed representative. These students, generally seniors, are identified by the Academic Dean who makes recommendation to the President’s Council. The President’s Council appoints these representatives who serve for a single academic year. The student representative to the B of T sits on the Committee for Academic, Faculty, and Student Affairs. The student representative to faculty attends all faculty meetings but is excused during executive session matters. In each setting the student representative is understood as a conduit for student concerns and opinions regarding the business of the structure to which they are appointed. These appointed students are given verbal descriptions of their task. While reference is made to the role of student representative in the Student Handbook sections on the seminary guidelines (Student Handbook, XX) and in the section on grade disputes (Student Handbook, XX) it would be appropriate to develop a separate description of their functions in this handbook.

Currently, students do not have a separate organization or peer gathering in which concerns can be addressed before rising to the level of faculty or B of T concern. The previous student organization disbanded in 2005 due to a lack of student participation. This is noted in the faculty minutes in 2005. While this may seem a significant oversight it should be noted that at present the small size of the institution allows for high levels of engagement between students, faculty, staff, and administration as indicated by a recent survey of the student body. It may be necessary to provide a more formal student structure if enrollment increases dramatically or to accommodate the differing needs of both campuses as the Scotland Campus is developed.

As a part of the self-study process students were surveyed with reference to their sense of collegiality and community as related to administration, staff, and faculty. On average 91% of students surveyed reported high levels of perceived collegiality or medium levels of collegiality when asked “As a WTS student, what level of collegiality or cooperative relationship do you feel there is between the WTS students and WTS administration.” (WTS Student Survey Data) Levels of collegiality for relationship with faculty were slightly higher at 95%. Levels of collegiality for relationship with staff were even higher at 99%. Similar questions regarding community resulted in ratings of 90% satisfaction with administration, 95% with staff, and 95% with faculty. These responses and the anecdotal responses to questions on the survey indicate that WTS students feel engaged and involved with the broader seminary administrative, faculty and staff structures.

Summary and Recommendations from Chapter 7—Authority and Governance

Main Strengths: WTS has existing procedures reflecting appropriate authority and governance practices. Faculty are well represented in the decision making of the institution.
Recommendations:

- Establish method for student and faculty at Scotland Campus to participate in shared governance structures
- Consider inclusion of student representative in the President’s Council decision making process
- Include students in strategic planning through the use of survey instruments
- Consider redevelopment of a student organization
- Develop a separate description of the functions of student representatives in the student handbook.
- Develop clearly defined standard for institutional effectiveness in order to facilitate monitoring by the B of T
- Track the ethnic diversity of the B of T and to compare this diversity to the broader Northwest Ohio population and to the Kingdom of God in general.
- Seek, where qualified candidates exist, to hire individuals in administrative positions who augment the diversity of the institution.
INSTITUTIONAL RESOURCES

8.1 Personnel

The Institutional Perspective document, included in the *Handbook of Operations* and last amended 11-4-11, provides the WTS vision and mission and also delineates the essential WTS “DNA.” This document defines roles and expectations for performance as well as relationships and behavior. Additional policies in the *Handbook of Operations* describe procedural fairness in instances of dispute, policies against discrimination, and sexual harassment. The upkeep and implementation of these policies is the responsibility of the Business Office through the function of the Human Resources staff.

WTS maintains sufficient personnel to implement the essential programs of the institution. It should be noted that many individuals, as is often the case in small institutions, have several areas of responsibility. Should the student population grow significantly attention will need to be paid to the addition of staff and the disentangling of job functions. The additions of an Executive Assistant to the Vice President for Institutional Advancement, and an *Assistant Academic Dean* are reflections of planning for future growth as well as meeting current staffing needs.

Appropriate personnel policies and procedures have been approved by the *B of T* and implemented by the administration. Policies are published in the *Handbook of Operations*. These have been reviewed and updated within the past two-years. The addition of the Scotland Campus and its location in another state have added to the complexity of personnel procedures. Careful attention will need to be paid to the implementation of policies and procedures at that location so that parallel systems are created. Where necessary, adaptations will need to be made in order to conform to differences in state law.

Policies exist and are published for job performance evaluation, termination, sexual harassment or misconduct, equitable patterns of compensation, and grievance procedures. All employees are provided with job descriptions that are reviewed by both employee and supervisor during the annual performance evaluation process.

8.2 Financial Resources

The spring trimester of 2004 was the high point for Winebrenner Theological Seminary (WTS) in both enrollment and net assets. We completed a successful $10,000,000 campaign for five years of annual fund and the construction was finalized of a $6,000,000 building in to which we moved in August of 2003. Graduate headcount was 104 and FTE at 77.2. The June 31, 2004 audited report indicated that net assets were at an all-time high of $8,942,174.

In early 2008 WTS began to anticipate the possibility of a recession and began to reduce costs through staff attrition and many other cost saving reductions. These actions helped the institution weather the immediate recession, but left Winebrenner understaffed in the area of recruiting and admissions. The short term solution to cash flow created a longer term detriment in the area of recruiting. Winebrenner is just now beginning to add the personnel needed to carry out the plan of increasing enrollment.
The decline in enrollment and the apparent inability of WTS to slow or turn around the decline has forced the administration to begin to look honestly at programs, plans, needs of prospective students, and the current environment of seminary education in our region and in the United States. Winebrenner does not intend to assign blame to societal changes, but rather to become better equipped to adapt to changes, and to address the current educational needs of persons desiring to integrate faith and career in a holistic manner.

The financial issues that confront WTS are a symptom of the preceding concerns. Winebrenner has failed in the past to adequately plan, implement, and assess the institutional advancement plan. Winebrenner has taken steps in the past two years to begin to improve the process and must continue to plan, implement, evaluate/assess, and adapt the plan to changing data and student needs while maintaining its focus on the mission.

8.2.1 The Financial Condition of the School

In the fall of 2013 WTS made significant changes to its financial systems as documented in the attached appendices related to finance in response to the conditions noted above. (See 2014-2017 Financial Plan).

In general, these included refinancing and restructuring of debt in order to create improved cash flow, and a financial plan reflecting the purchase of the Scotland Campus, various contingency plans related to that property, and the creation of a financial advisory team to augment the resources and knowledge of the WTS financial officers.

Continuing efforts are underway to increase endowment funds and the donor base. Other revenue streams, including the leasing of Scotland Campus space, the addition of the MACC program, redesign of several academic programs to improve marketability, and the increase of non-degree program offerings and non-traditional programs to reach currently unexplored market shares. These are delineated in the 2014-2017 Financial Plan (See 2014-2017 Financial Plan).

While WTS is not an embedded institution it should be noted that reciprocal arrangements with The University of Findlay provide efficiencies with regard to parking, facilities, maintenance, library resources, technology service and security. The agreement with UF provides these services in a more cost effective structure than WTS alone could create. The collaborative relationship is seen by both institutions as enhancing each institution’s mission and programs.

8.2.2 Accounting, Audit, Budget, and Control

WTS follows currently accepted accounting standards and principles. WTS belongs to and is compliant with ECFA. The seminary retains CPA services from individuals who follow the principles and procedures of institutional accounting published by the National Association of College and University Business Officers.

WTS has a process that includes an external audit by a firm recognized as a leader in non-profit auditing by those in the accounting field. This firm Thomas and Ridge CPA
is undergoing a name change to Ridge and Company CPA and have completed the June 2013 audit.

WTS receives from the auditor a management letter; the business office and trustees are charged with addressing any concerns reflected in the same. Documentation of this process is demonstrated by the Minutes of the Board of Trustees or of the Finance and Business Affairs Committee of the Board of Trustees.

The Finance and Business Affairs Committee of the Board of Trustees is responsible for budget allocations and process on behalf of the Board of Trustees. This process includes input from the Vice President of Institutional Advancement who serves as an ex-officio member of the committee. This ensures that budget allocations are accurately communicated and enacted in the day-to-day business management of the institution. Clearly articulated processes exist for review and control of the budget between the Board, Administration, and the President’s Council.

Where funds are received from external sources the Board of Trustees maintains appropriate autonomy in budget allocations regarding these funds. In general these take the form of denominational grants that are clearly noted in the budget and funds are allocated accordingly.

8.2.3 Business Management

The institutional advancement department has individuals with appropriate training and experience to coordinate the business affairs of WTS. IA’s attention to the budgeting process and fiscal planning models in the 2013-2014 AY is addressing issues of sustainability and future vitality of the institution. (Faculty Staff Qualification Summary available in Resource Room)

8.2.4 Institutional Development and Advancement

WTS institutional advancement program includes annual giving, capital giving, and planned giving. These revenue stream development policies and practices are consistent with the WTS ethos.

The chief administrative officer demonstrates diligence in fundraising. A significant portion of all funds raised are the direct results of his efforts. The Board of Trustees led through their own participation in giving as evidenced by 19 active donors of the 24 trustees giving $134,224 in the 2012-2013 fiscal year. Faculty and staff are also actively involved in giving to the institution. In the 2012-2013 fiscal year 104 gifts totaling $25,928 were provided to the institution. Alumni giving remains an area of needed growth which is hampered by limited alumni contact on an institution-wide basis. Of 1108 alumni solicited in the 2012-2013 fiscal year gifts were received from only 55 donors. This is a five percent participation rate. Despite the low participation rate gifts received from alumni represented $44,637 in the 2012-2013 fiscal year. (See Financial Statements in 2012-2013 Institutional Summary-Available in Resource Room) All gift income is allocated according to the designation of the donor with proper recognition and appreciation. These details are tracked by the Business Office and the Development Officer. A detailed development plan has been developed for implementation in the 2014-2017 fiscal years. (See WTS Annual Fund Plan)
No auxiliary organizations exist using the name or reputation of the institution and therefore no agreements govern these type of relationships.

8.3 Physical Resources

Immediately prior to the 2004 reaccrediting visit WTS relocated to the current facility at 950 North Main in Findlay, Ohio. In the subsequent decade the new facility, building, and grounds, have been more than sufficient to meet the needs of the seminary community. Additionally, the building serves as a community resource with many groups renting space in the building. The collaborative agreements with The University of Findlay allow for maintaining and sustaining the physical plant. Capital assets are taken into consideration in budget planning.

The University of Findlay provides maintenance of the physical resources and keeps them safe, accessible, and free of known hazards.

WTS faculty, staff, and administration have office, work room, and shared conference spaces that are more than adequate for the current and future needs of the institution. This facility provides well-appointed classroom spaces, equipped with current technology. Students benefit from study areas, student lounge, and multiple areas where students, faculty, and staff can meet for community interaction.

WTS student population has shifted to a commuter demographic with the majority of students travelling ½ to 2 hours to attend classes. WTS does not provide student housing as a result of this demographic, however, agreements exist with The University of Findlay which allow for WTS students, under certain circumstances, to utilize university housing. (See Next Steps Document)

WTS collaborative agreement with The University of Findlay allows UF to utilize classrooms, and offices within the WTS facility during times when WTS does not need these facilities in exchange for cleaning and maintenance of the WTS facilities. This collaboration provides a good working relationship and brings a level of sustainability to the institution. UF benefits from the use of the TLB auditorium in which it hosts many of its larger indoor events. The building spaces are also rented, through the UF booking system for retreats, church events, worship services, musical performances, and other community events.

8.4 Institutional Information Technology Resources

Technology information resources such as email systems, phone systems, computer systems, network support, and server spaces as well as the technology support personnel to train, maintain, and otherwise service the infrastructure are supplied through collaborative agreement with The University of Findlay. (Information Technology Support Agreement) UF maintains the email server for WTS and ensures that email is available on both computer and smartphone systems for staff, faculty, and students. Technology support is available for email issues through IT help at the Shafer Library or by phone. Staff, full-time faculty, and administrators have Winebrenner.edu email addresses. Students and adjuncts use Findlay.edu extension email addresses. This causes some minor confusion from new students and faculty but is addressed in orientation for both groups. (See FACSTAFF-Orientation)
Database programs such as GradPro, Raiser’s Edge, and Shelby are not supported by UF. Responsibility for these programs and for necessary upgrades or support is contracted with the service provider.

Phone systems are also provided through UF and allow for each faculty member to have a designated extension number and also to contact members of the UF staff and faculty using a four digit extension. The only difficulty this presents is that outgoing phone calls from WTS phones display University of Findlay as the caller ID.

WTS purchases its own computer systems but technology support and program upgrades are provided through University of Findlay. UF also sells discounted software to WTS staff, faculty, and students through their license agreements.

Data collection, transmission, analysis, and the means to gather, store, retrieve, and analyze this data, is also supported by The University of Findlay. WTS makes use of Blackboard Organizations in order to share data internally while maintaining control of access. WTS uses surveys within the Blackboard Organization system to collect student course evaluations and other survey data. This allows for ease of collection, storage, retrieval, and analysis.

The exception of UF’s IT support is the WTS website which is maintained separately though contract with an external provider.

The high level of technology information services to which WTS has access through its collaborative agreement with The University of Findlay allows WTS to utilize data in ways that are significantly more complex than WTS’s own purchasing power would allow.

8.5 Institutional Environment

The internal environment at WTS reflects the strengths of personnel resources, physical resources, and information resources. The financial resources of WTS remain a concern for all constituencies and require resiliency and the ability to creatively address challenges in light of this concern.

The initiation of Mega Meetings monthly during teaching months has increased communication between Institutional and Academic Advancement Departments. Stress is reduced by knowledge of the existing challenges and strengths of the institution. Faculty
and Staff retreats and informal social events also encourage an environment of collegiality that helps support the environment of the institution. The current challenge is methodology for incorporating the Scotland Campus staff and faculty into these existing structures or creating other structures that encourage a similar institutional environment.

Conflict mediation practices are well documented but rarely needed. The staff and administration is small enough that interpersonal disagreements are generally resolved without need for formal intervention or practices. (*Handbook of Operations*)

**8.6 Cooperative Use of Resources**

WTS excels at the creation of collaborative and cooperative agreements and sharing resources effectively with other institutions. This is evidenced by the cooperative agreement with the University of Findlay, articulation agreement with United Theological Seminary, (See United Agreement) support of the BARS program at UF, engagement in non-degree programs at diverse locations including the Marion Correctional Institution, and church settings. WTS understands itself as a part of a broader Kingdom Work in which its resources and the resources of other Kingdom partners should be utilized in ways in which the mission of God in the world is effectively supported.

All collaborative agreements in which WTS engages are governed by sufficient legal safeguards, adequate public disclosure, and subject to review by governing bodies. Clear rationale is sought for each cooperative relationship in order to assure the benefit to both parties.

**8.7 Clusters**

WTS does not participate in any cluster membership programs.

**8.8 Instructional Technology Resources**

Blackboard LMS and projection technology in classrooms and auditoriums is provided through cooperative agreement with The University of Findlay. UF provides access and support for Blackboard, the Learning Management System on which WTS provides online courses.

Students are oriented to the BB system during IS510 and in the D.Min orientation process. Additional support is available when requested from the *Student Support Coordinator* or other faculty. All students are required to complete at least one course through online means with the exception of students in the D.Min and proposed MACC programs.

Training and support for faculty and staff are available through the Center for Teaching Excellence at UF. Video training modules are available in Blackboard which describe all basic functions of a student or faculty persons use of the system.

Projection systems are maintained by UF. Basic training is offered to new faculty where needed.

An area of concern is the lack of support for students and faculty during the WTS summer semester in which UF facilities are idle or have fewer access hours. WTS faculty
and staff seek to support students during these semesters. The presence of a dedicated advisor in the WTS building would assist in this regard.

**Summary and Recommendations from Chapter 8—Institutional Integrity**

**Main Strengths:** WTS institutional resources provide a solid foundation on which the educational efforts of the institution are supported. The areas of concern, finances and long range planning, have received significant attention in the past two fiscal years. This focus and the continued implementation of fiscal health planning will result in long term stability for the institution. WTS benefits from a robust physical plant and technology infrastructure which are strong positives for its future success.

**Recommendations:**
- Continue to monitor WTS financial health and follow the financial planning models in place for improved long-term stability.
- Monitor work loads of staff and administrators as the Scotland Campus and other programs increase the number of students.
- Review policies and procedures as they are implemented at the Scotland Campus to ensure compliance and consistency.
- Note and adapt policies which require variation depending on the state in which they are applied.
- Create a comprehensive written technology plan that describes current systems and identifies contact points in the UF structure.
- Continue to provide training for faculty, staff and students regarding informational and instructional technology.
- Consider the addition of a technology support advisor who interfaces with the University of Findlay regarding any and all technology needs.
- Add questions concerning student satisfaction with informational technology and instructional technology to existing student support survey.
STRENGTHS OF THE INSTITUTION

- Flexibility of spirit and ability to weather change
- Clearly identified mission which permeates the culture of the institution
- Quality learning experience reflecting varied methodology and embedded practices of evaluation and assessment
- Cooperative Agreement with UF providing increased Information Technology Services
- Cohesive and dedicated faculty
- Commitment to providing support services for students from initial inquiry to graduation
- Shared governance model allowing faculty and students to participate in governance structures
- Robust physical plant and technology infrastructure at Findlay Campus. Developing facilities at Scotland Campus

RECOMMENDATIONS FOR CHANGE

- Review Comprehensive Assessment Plan and edit to reflect a trajectory for assessment that incorporates strengths and challenges identified in the 2014 self-study process. (Director of Assessment and SAFE)

- Seek opportunities to express a commitment to diversity in all areas of the institution. (Board of Trustees and President’s Council)

- Encourage and facilitate opportunities for student/faculty interactions outside of the classroom setting including opportunities for corporate worship and other less formal engagement. (Student Support and Office of the Academic Dean)

- Monitor the development of the Scotland PA campus, as this location moves from occasional course site to complete degree campus, with attention to balancing workloads of existing staff and faculty and implementation of policies and procedures to parallel the Findlay OH campus. Develop student services and opportunities for participation in shared governance for the Scotland Campus to replicate services and participation provided at the Findlay Campus. (Board of Trustees and President’s Council)

- Provide opportunities for faculty professional development in addition to funding for individualized use. This may include in-house and external opportunities. Review faculty and staff benefits with particular attention to the issue of health care. (President’s Council and Office of the Academic Dean)

- Monitor the integration of the MACC (proposed degree) into the WTS curriculum as a whole. (Office of the Academic Dean and Director of MACC)
• Hire recruiter with experience in social media as well as more traditional recruitment methodology who will develop recruitment policies and procedures. (President’s Council and Vice President of Institutional Advancement)

• Develop method to monitor placement of graduates and success of alumni. (Alumni and Development Staff)

• Develop clearly defined standard for institutional effectiveness in order to facilitate monitoring by the Board of Trustees. (Board of Trustees and President’s Council)
CONCLUSION AND REQUEST FOR CONTINUED ACCREDITATION

Winebrenner Theological Seminary, serving as both a denominationally sponsored seminary of the Churches of God, General Conference, and as an ecumenical and evangelical seminary for the broader church continues to demonstrate its commitment to serve God's mission of reconciliation in changing the world by preparing servants of the Lord Jesus Christ to lead the Church.

WTS has made significant improvements in its self-assessment of student learning and of teaching. These coupled with a commitment to maintain a high standard of theological education that is holistic, formational, practical, and continual contribute to the ability of WTS to train a diverse student population for a variety of roles within parish and non-parish settings.

This document reflects a two-year commitment to review of the institution’s systems, procedures, policies, and structures for identification strengths and areas of necessary growth and change.

WTS looks forward to the visit of the comprehensive study team as an opportunity to further fine tune a vision of ongoing growth and development to better serve the mission of the institution.

Winebrenner Theological Seminary believes that it fulfills the ATS standards of accreditation, while noting recommendations which will further strengthen the institution. WTS formally requests that the Association of Theological Schools grant continued accreditation to the seminary for a ten-year period, including the designation of the Scotland PA campus as a degree completing campus and the reaccreditation of all degrees currently approved.
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