Graduate Catalog
Effective Fall 2016

Winebrenner Theological Seminary serves God’s mission of reconciliation in changing the world by preparing servant leaders of the Lord Jesus Christ for effective ministry in the Church and the world.

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Message from our President, 
Dr. Brent C. Sleasman

Welcome!

I want to personally welcome you to Winebrenner Theological Seminary. Our seminary faculty and staff are here to assist you as you seek to better prepare yourself for service within God’s kingdom. Throughout your time at Winebrenner you will repeatedly hear the words Know, Be, and Do. These three terms signify our commitment to help you: grow in your knowledge of yourself and the Scriptures, but most importantly to the God who created and loves you (Know); become the person that God that has created you to be through a better understanding of the history and theology of your faith tradition (Be); and, finally, be able to live out the calling that God has placed upon your life, regardless of your ministry context (Do).

Thank you for allowing us to be part of your spiritual journey!

Utilizing this Catalog

This catalog contains a comprehensive listing of administrative and academic guidelines effective fall 2016. These guidelines have been established to support and promote an optimal learning environment within all Winebrenner programs of study and across all Winebrenner learning locations. Students are responsible for becoming familiar with the detailed contents of this Catalog and for living and learning within the letter and spirit of the guidelines as they attend class, interact with other students, with the faculty and staff of the Seminary, or participate in any Seminary-related activity.

Because certain requirements change from year to year, students are subject to the curriculum requirements in effect at the time they enroll. Winebrenner’s academic calendar includes three 12-week trimesters plus an orientation for new students at the beginning of each trimester. Each entry in the course description section includes the number of semester hours granted for that course. While every effort is made to ensure the accuracy of the information available at the time this Catalog is prepared, Winebrenner Theological Seminary reserves the right to make changes at any time without prior notice.
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Endowed Academic Chairs

J. Russell Bucher Chair of New Testament

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

Gale and Harriette Ritz Chair of Old Testament

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

Heraclitus of Ephesus, the Greek philosopher, once noted, “Πάντα ρέει 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 WTS 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. An increasingly diverse student population resulted in the need for improved campus space and a change to a block delivery model in order to accommodate a student body that became increasingly commuter-based. In 2003, the Seminary relocated adjacent to The University of Findlay campus. The move to the North Main Street 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 (UF). The close proximity to the UF campus has provided significant resources in technology and information services that has allowed WTS to adapt to the changing face of theological education. E-mail, 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.

Recent innovations include expansion to an additional location in Scotland, Pennsylvania, where the MAPT, M.Div., and PTI programs are offered; addition of the Master of Arts in Clinical Counseling (MACC); and programs to reduce student indebtedness. The WTS non-degree program, PTI (Pastoral Training Institute), 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.

The Seminary remains vitally evangelical in theology and spirit, upholding much of the classical Arminian, pietistic, and revivalist fervor of its namesake, John Winebrenner, founder of the Churches of God, General Conference (CGGC) in Harrisburg, Pennsylvania, in 1825. The distinctive WTS 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 WTS 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.

**Mission Statement**
Winebrenner Theological Seminary serves God’s mission of reconciliation in changing the world by preparing servant leaders of the Lord Jesus Christ for effective ministry in the Church and the world.

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

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

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

**Vision Statement**
Preparing leaders to transform the world through Jesus Christ.
Evangelical Distinctives and Diversity
Recognizing the wide diversity of contemporary evangelicalism, WTS affirms those shared commitments that serve the mission of the triune God in the world today. Historically, evangelicals have proclaimed and embodied the “Good News” in terms of:

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

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

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

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

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

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

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

Theological education is continual. Students typically become lifelong learners. They develop the skills of inquiry, a basic foundation of knowledge, and the ability to explore and evaluate continually new knowledge and understanding as followers of the master teacher, Jesus Christ.

Comprehensive Assessment Plan
Assessment at WTS is guided by the institutional mission statement. Assessment is considered using the curriculum-wide student learning outcomes (C-WSLOs) of gaining knowledge (knowing), pursuing wholeness (being), and changing lives (doing).

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

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

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

Knowing—Gain Knowledge
The graduate will understand evangelical theology, content pertinent to his/her program, and a biblical worldview.

- The graduate will articulate a coherent faith statement demonstrating proficiency in biblical studies, theology, and church history.
- The graduate will have the capacity to integrate theological reflection and critical thinking into his/her work in the church, academia, or other vocational settings.
- The graduate will be able to critically evaluate and communicate his/her own biblical worldview in the context of her/his discipline.
- The graduate will demonstrate broad exposure to the biblical text and competence in expressing this knowledge into his/her praxis context.
- The graduate will reflect an appreciation for diverse historical and cultural perspectives and traditions.
- The graduate will demonstrate competence in the theories and methods specific to his/her area of study and intended ministry context.
Being—*Pursue Wholeness*

The graduate will manifest growth in personal wholeness, spiritual formation, and professional character.

- The graduate will progress in the achievement of stated personal goals.
- The graduate will demonstrate time management, fiscal responsibility, and service to others.
- The graduate will show observable personal growth.
- The graduate will experience formation by the use of spiritual disciplines and practices.
- The graduate will integrate spiritual formation into his/her personal and professional life.
- The graduate will demonstrate moral and ethical character in classroom experiences and while practicing vocational/ministry skills.

Doing—*Change Lives*

The graduate will demonstrate engagement in God’s work of reconciliation, servant leadership, and skills appropriate to her or his area of study.

- The graduate will be able to apply Christian leadership techniques in his/her work in the church, academia, or other vocational settings.
- The graduate will be able to evaluate the needs of others in order to minister to diverse publics as part of the *Missio Dei* (mission of God).
- The graduate will engage in the design and implementation of goal setting in his/her personal and professional life.
- The graduate will engage in theological reflection and case study with peers.
- The graduate will demonstrate increasing competence in servant leadership in diverse contexts and in multiple ways.
- The graduate will demonstrate essential practical skills in his/her chosen vocational context.

Globalization of Theological Education

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

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

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

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

Winebrenner also has an additional location in a picturesque retreat setting in the village of Scotland, Pennsylvania, situated at 3583 Scotland Road. Just minutes off Interstate 81 at the Scotland exit near Chambersburg, it offers excellent dining and shopping choices nearby. Harrisburg, Pittsburgh, Philadelphia, Baltimore, Washington, DC, and major airports are all within a short drive from the campus. All correspondence should be sent to the Findlay, Ohio address.

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

The Scotland Campus Education and Conference Center, in which WTS classes take place in Scotland, Pennsylvania, provides classrooms equipped with projection equipment, a library, student commons space, and access to an auditorium and chapel facilities.

Continuing Education
Continuing education events provide relevant, in-depth instruction to alumni, clergy, active laity, as well as seminary students. Topics are consistent with the Seminary’s vision and mission of preparing servant leaders for the Church, and frequently serve to offer greater depth than can be given to a subject in the classroom. Continuing education seminars, scheduled one per semester, are luncheons or half-day events that have minimal registration fees. The annual Ritz Lecture is a one-day event which brings a distinguished scholar to the Seminary to speak on their area of expertise. The Ritz Lecture series was initiated in 1963 by WTS alumni/ae and friends, in honor of Dr. Gale Ritz, the late professor of Old Testament and President Emeritus. All continuing education events grant CEU (continuing education unit) credits using standard Carnegie hours (10 contact hours = 1 CEU). Through LeadershipONE, quarterly leadership development trainings are offered to area church, business, and community leaders. Notification of upcoming continuing education events is through the WTS website, LeadershipONE communications, and various mailings.
Affiliations and Accreditations
Winebrenner Theological Seminary is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada, and the following degree programs are approved: Master of Divinity, Master of Arts in Family Ministry, Master of Arts in Practical Theology, Master of Arts (Theological Studies), Master of Arts in Clinical Counseling, and Doctor of Ministry. Winebrenner is approved for a Comprehensive Distance Education Program. The Commission contact information is:

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

Winebrenner Theological Seminary (“the Seminary” in Findlay, Ohio) is also accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools, to offer the following degree programs: Master of Divinity, Master of Arts in Family Ministry, Master of Arts in Practical Theology, Master of Arts (Theological Studies), Master of Arts in Clinical Counseling, and Doctor of Ministry. The Seminary has been placed on Probation. For full details, please see the Public Discourse Notice posted on the Seminary’s homepage located at www.winebrenner.edu. Contact information for HLC is:

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

Winebrenner Theological Seminary is board approved for the education of professional counselor and professional clinical counselor levels by the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board.

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

The Seminary is a member of the Evangelical Council for Financial Accountability and the Council for Higher Education Accreditation.
MASTER OF DIVINITY (M.Div.)
Program Director: Dr. James Sweeney

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

Program Outcomes for M.Div. Graduates
1. Knowing: The graduate will demonstrate a comprehensive understanding of the four classic disciplines: biblical studies, church history, theology, and pastoral ministry.
2. Being: The graduate 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 graduate will demonstrate a commitment to the mission of God in their lives by integrating the theological disciplines and content acquired in the program curriculum by discernment, ethical decision making, and spiritual wisdom in their ministry context.

Assessment Outcomes for M.Div. Students
1. Knowing: The student will write and articulate a coherent faith statement that represents the student’s best work in biblical studies, theology, and church history with direct observation and evaluation by faculty.
2. Being: The student will achieve growth in personal and ministerial goals as identified in The Ministerial Person course and evaluated in the progress review process (upon completion of 41 credit hours) and Supervised Ministry experience during the senior year, with direct observation and evaluation by faculty and Ministry Supervision Committee members.
3. Doing: The student will successfully complete the capstone project consisting of a written and oral presentation that integrates the program curriculum in an Ethics Symposium with direct observation by faculty and a symposium focus group.

Description and Duration
The M.Div. is the traditional degree for preparation of men and women for pastoral ministry, chaplaincy, and parachurch ministries. It is an 81 credit hour program, which is designed for completion in three years of full-time study or in four or more years of part-time study.

The WTS design for its M.Div. program has key distinctive features:
- The delivery system allows students to complete their program of study in 3-4 years with a course schedule that provides the flexibility to continue their current ministry or
employment by coming to campus one day a week (Tuesdays). Family Ministry courses, which may be taken as electives in the M.Div. program, are held on Monday evenings. Intensives and online courses occur periodically during the academic year.

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

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

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

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

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

Students have three options to fulfill the requirement in SM:

1. Students may complete Clinical Pastoral Education (CPE) in an appropriate setting approved by the M.Div. Director.
2. Students preparing for a military chaplaincy, who have chaplain candidate status, may complete three annual chaplaincy practicums with approval of the M.Div. Director.
3. Students preparing for ministry will focus their SM courses in their intended area of current or future service. 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.
Course Load
Credit hours necessary to be considered full-time vary by program (see Suggested Course Sequence that follows). Students must be at least half-time for student loans (both new loans and loan deferment) and other financial aid. Students should contact the Registrar if they have questions about their status.

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

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

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

Biblical Studies (27 credit hours)
- Hebrew Grammar
- Hebrew Exegesis
- Greek Grammar
- Greek Exegesis
- Studies in Paul
- Old Testament Foundations*
- Old Testament Elective
- New Testament Foundations*
- New Testament Elective
*Students may test out of OT Foundations and/or NT Foundations by passing a preliminary Bible exam

Church History (9 credit hours)
- A Survey of the History of Christianity
- World Religions
- Church History Elective

Integrated Studies (4 credit hours)
- Interpreting God’s World and Word
- Foundations for Seminary Studies (1 credit hour)

Personal and Ministry Formation (32 credit hours)
- The Ministerial Person
- Pastoral Care and Counseling
- Discipleship Ministries: Christian Formation
- Church in Mission
- Homiletics
- Christian Worship
Christian Leadership
Spiritual Formation
Ministry Skills and Techniques (2 credit hours)
Church History and Polity
Supervised Ministry

Theological Studies (9 credit hours)
  Theology I
  Theology II
  Christian Ethics

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

Requirements for Graduation
The Seminary will confer the Master of Divinity degree on students who complete 81 credit hours in the program with a minimum cumulative 2.5 grade point average, have met the requirements for graduation, have been recommended by the faculty, and are approved by the Board of Trustees.

Suggested Course Sequence
*Three-year full-time M.Div. schedule:*

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>2</td>
<td>CM 688 Spiritual Formation NT 520 New Testament Foundations OT Elective</td>
<td>CM 583 Pastoral Care &amp; Counseling CM 586 Christian Worship NT 521 Greek Grammar</td>
<td>CM 584 Homiletics NT 522 Greek Exegesis TH/CH 669 World Religions</td>
</tr>
<tr>
<td>3</td>
<td>CM 670 Min. Skills &amp; Techniques CM 786.1 Supervised Ministry NT Elective TH 560 Theology I</td>
<td>CM 591 Christian Leadership CM 786.2 Supervised Ministry NT 627 Studies in Paul TH 661 Theology II</td>
<td>CM 786.3 Supervised Ministry IS 587/IS 589 History and Polity* TH 664 Christian Ethics</td>
</tr>
</tbody>
</table>

*IS 587 Churches of God History and Polity is required for CGGC students*
### Four-year part-time M.Div. schedule:

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<tr>
<th>Year</th>
<th>Fall</th>
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<th>Summer</th>
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<tr>
<td>1</td>
<td>CM 581 Ministerial Person</td>
<td>CH 540 A Survey of the History of Christianity</td>
<td>CM 582 Church in Mission</td>
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<td></td>
<td>IS 515 Interpreting God’s World and Word</td>
<td>CM 585 Discipleship Ministries</td>
<td>CH Elective</td>
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<tr>
<td></td>
<td>IS 510 Foundations for Seminary Studies</td>
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<tr>
<td>2</td>
<td>CM 688 Spiritual Formation</td>
<td>CM 583 Pastoral Care &amp; Counseling</td>
<td>OT 607 Hebrew Exegesis</td>
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<td></td>
<td>OT 500 OT Foundations</td>
<td>OT 606 Hebrew Grammar</td>
<td>TH/CH 669 World Religions</td>
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<tr>
<td>3</td>
<td>CM 670 Min. Skills &amp; Techniques</td>
<td>CM 586 Christian Worship</td>
<td>CM 584 Homiletics</td>
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<tr>
<td></td>
<td>NT 520 New Testament Foundations</td>
<td>CM 591 Christian Leadership</td>
<td>NT 522 Greek Exegesis</td>
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<tr>
<td></td>
<td>OT Elective</td>
<td>NT 521 Greek Grammar</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>CM 786.1 Supervised Ministry</td>
<td>CM 786.2 Supervised Ministry</td>
<td>CM 786.3 Supervised Ministry</td>
</tr>
<tr>
<td></td>
<td>NT Elective</td>
<td>NT 627 Studies in Paul</td>
<td>IS 587/IS 589 History and Polity*</td>
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<tr>
<td></td>
<td>TH 560 Theology I</td>
<td>TH 661 Theology II</td>
<td>TH 664 Christian Ethics</td>
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</table>

*IS 587 Churches of God History and Polity is required for CGGC students*
MASTER OF ARTS IN CLINICAL COUNSELING (MACC)
Program Director: Dr. Kelli Jo Arndt

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

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

Admission
In addition to the application process outlined in the General Academic Information for Degree Programs, MACC students must:
1. Have an undergraduate cumulative grade point average of 3.0.
2. Complete an Affidavit of Good Moral Character.
3. Provide three letters of recommendation.
4. Participate in an interview with the program director which includes an extemporaneous writing sample.
5. Provide a current CV.

Program Outcomes for MACC Graduates

Knowing, Being, and Doing:
1. Understand and/or apply legal and ethical standards of the counseling profession.
2. Gain and/or employ multicultural competencies (knowledge, awareness, and skills) relevant to clinical mental health counseling.
3. Understand, assess, and/or treat various factors (biological, neurological, physiological, familial) affecting human development, functioning, and behavior.
4. Recognize and/or apply strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.
5. Differentiate and/or apply various theories and techniques related to clinical mental health counseling, including one's own personal counseling theory.
6. Design, implement, and/or participate in culturally and ethically relevant individual, group, and family counseling interventions.
7. Comprehend, administer, partake in, and/or interpret various assessments relevant to academic, educational, career, personal, spiritual, and social development.
8. Identify, experience, and/or apply evidence-based practices in clinical mental health counseling.

Assessment Outcomes for MACC Students

1. Knowing: Students will pass the CPCE (Counselor Preparation Comprehensive Examination) administered in the final trimester of their coursework.

2. Being: Students will achieve growth in personal, academic, and spiritual goals as identified in the IS 510 Foundations for Seminary Study course, evaluated in the pre-Practicum review and expressed through personal journaling in Internship I and Internship II and evaluated through self-evaluation using the CCEC (Christian Counselor Effectiveness Characteristics).

3. Doing: Students will successfully complete their internship by completing and documenting the specified contact hours (direct and indirect) and receive an evaluation rating of 4 or 5 from their site supervisor on the CCS-R (Counselor Competencies Scale-Revised).

Description and 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. Students must enroll in no less than six credit hours each term. Students matriculate in the MACC program only during the fall trimester. The fundamental mission of the MACC is to educate and train counselors to promote the optimal functioning of individuals, families, groups, and communities. Built upon a solid foundation of knowledge, skills, and dispositions inherent to counseling those from diverse backgrounds, graduates will be able to translate research-validated practices and integrate biblical truth into effective strategies for individuals, groups, and families. Graduates will benefit from personal and professional growth opportunities as self-reflection, critical thinking, and constructive feedback are key components addressed in the program. All students will be assigned to a faculty member who will support and assist them throughout the program to ensure successful completion. Students are required to join both the Ohio Counseling Association (OCA) and the American Counseling Association (ACA) during their Introduction to Clinical Mental Health Course as part of professional identity development. They are encouraged to maintain memberships and become active members in these professional organizations throughout their program.

Course Load

Credit hours necessary to be considered full-time vary by program (see Suggested Course Sequence that follows). Students must be at least half-time for student loans (both new loans and loan deferment) and other financial aid. Students should contact the Registrar if they have questions about their status.

Class Format

Class format (classroom, online, or intensive) is based upon course content and curriculum status. Students will need to have flexibility in their schedule in order to attend the Foundations for Seminary Studies orientation class, field trips, and retreats.
**Pre-Practicum Review**
MACC students will be required to participate in a pre-Practicum review during the final trimester prior to beginning the Practicum course. This review will evaluate the student’s academic progress and personal, professional, and skills development using a standardized rubric. A student receiving a “Pass” will be permitted to register for Practicum. A student receiving a “Pass with Notification” will be permitted to register for Practicum and will meet periodically with the Program Director to monitor progress. A student receiving the notation “Remediation Required” will not be permitted to register for Practicum but may register for other academic courses and will be subject to re-review in the next pre-Practicum review time period. A student receiving “Remediation Required” in two consecutive review periods may be subject to dismissal from the program after review by the Program Director and the Academic Dean.

**Practicum and Internship for MACC Students**
Students in the MACC program must complete one three-credit hour Practicum and two three-credit hour courses in Internship. Full-time students will register for Practicum in their fourth trimester, for Internship I in their fifth trimester, and for Internship II in their sixth trimester. *Note that the dates for these courses do not fall within the normative three trimester schedule.*

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

Internship I and II each require completion of an average of 20 hours per week in the field over a 15-week period from December-March (Internship I) and March-July (Internship II), for a total of 300 hours in addition to 15 weeks of classroom work completed during that same period.

There is no break between these three courses as is the norm for other courses, and MACC students will not receive their diplomas at graduation unless their internships have been completed before the date of graduation.

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

*General theological education requirements (10 credit hours)*
- Foundations for Seminary Studies (1 credit hour)
- Old Testament Foundations *
- New Testament Foundations*
- A Survey of Christian Theology

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

*MACC requirements (59 credit hours)*
- Introduction to Clinical Mental Health
- Counseling Theories
- Counseling Techniques (2 credit hours)
- Human Growth and Development
- Group Counseling
Career Counseling
Multicultural Counseling
Assessment in Counseling
Legal and Ethical Issues in Counseling
Diagnosis of Mental and Emotional Disorders
Research and Evaluation
Psychopathology
Treatment of Mental and Emotional Disorders
Personality Assessment
Evaluation of Mental and Emotional Disorders in Children and Adolescents
Practicum in Clinical Mental Health Counseling
Internship I in Clinical Mental Health Counseling
Internship II in Clinical Mental Health Counseling
MACC Electives (6 credit hours)

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

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

Note: Students must earn a B- or better in each course to meet the course requirements for licensure in the State of Ohio.

Suggested Course Sequence
Two-year full-time MACC schedule:

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>1</td>
<td>CC 500 Intro to Clinical Mental Health</td>
<td>CC 515 Human Growth and Development</td>
<td>CC 535 Assessment in Counseling</td>
</tr>
<tr>
<td></td>
<td>CC 505 Counseling Theories</td>
<td>CC 520 Group Counseling</td>
<td>CC 540 Legal and Ethical Issues</td>
</tr>
<tr>
<td></td>
<td>CC 510 Counseling Techniques (2 cr.)</td>
<td>CC 525 Career Counseling</td>
<td>CC 605 Psychopathology</td>
</tr>
<tr>
<td></td>
<td>IS 510 Foundations for Seminary Studies</td>
<td>CC 530 Multicultural Counseling</td>
<td>OT 500 Old Testament Foundations</td>
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<tr>
<td></td>
<td>(1 cr.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NT 520 New Testament Foundations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>CC 600 Research and Evaluation</td>
<td>CC 610 Treatment of Mental and Emotional</td>
<td>CC 620 Evaluation of Mental and Emotional</td>
</tr>
<tr>
<td></td>
<td>CC 545 Diagnosis of Mental and</td>
<td>Disorders</td>
<td>Disorders of Children &amp; Adolescents</td>
</tr>
<tr>
<td></td>
<td>Emotional Disorders</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>CC 700 Practicum</td>
<td></td>
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<tr>
<td></td>
<td>TH 500 Survey of Christian Theology</td>
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### Four-year part-time MACC schedule:

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CC 500 Intro to Clinical Mental Health</td>
<td>CC 515 Human Growth and Development</td>
<td>CC 535 Assessment in Counseling</td>
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<td>IS 510 Foundations for Seminary Studies</td>
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<td>OT 500 Old Testament Foundations</td>
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<td></td>
<td>(1 cr.)</td>
<td>CC 525 Career Counseling</td>
<td></td>
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<tr>
<td></td>
<td>NT 520 New Testament Foundations</td>
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<td></td>
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<tr>
<td>2</td>
<td>CC 505 Counseling Theories</td>
<td>CC 520 Group Counseling</td>
<td>CC 540 Legal and Ethical Issues</td>
</tr>
<tr>
<td></td>
<td>CC 510 Counseling Techniques (2 cr.)</td>
<td>CC 530 Multicultural Counseling</td>
<td>CC 605 Psychopathology</td>
</tr>
<tr>
<td>3</td>
<td>CC 600 Research and Evaluation</td>
<td>CC 610 Treatment of Mental and Emotional</td>
<td>CC 620 Evaluation of Mental and Emotional</td>
</tr>
<tr>
<td></td>
<td>CC 545 Diagnosis of Mental and</td>
<td>Disorders</td>
<td>Disorders</td>
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<tr>
<td></td>
<td>Emotional Disorders</td>
<td>CC 615 Personality Assessment</td>
<td>Elective</td>
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<td>4</td>
<td>CC 700 Practicum</td>
<td>CC 705 Internship I</td>
<td>CC 710 Internship II</td>
</tr>
<tr>
<td></td>
<td>TH 500 Survey of Christian Theology</td>
<td>Elective</td>
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</tr>
</tbody>
</table>
MASTER OF ARTS IN FAMILY MINISTRY (MAFM)
Emphasis in Formational Care and Discipleship

Program Director:

Purpose
The Master of Arts in Family Ministry degree is designed to integrate Christian care, discipleship, and spiritual formation. 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. They are also given training in formational care through information learned in class, as well as in supervised practical application (Integrative Seminars) in MAFM-specific courses. The program is designed to equip men and women for a variety of ministry opportunities: (1) formational care and chaplaincy ministry; (2) staff ministries such as youth, children, adults, small groups; spiritual formation; and discipleship; (3) other 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. The MAFM degree does not qualify the graduate for licensure by the state of Ohio.

Program Outcomes for MAFM Graduates
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 demonstrate ability for forming others utilizing formational skills appropriate for ministry situations in today’s culture.

Assessment Outcomes for MAFM Students
1. Knowing: The student will write and articulate a coherent faith statement that represents the student’s best work in biblical studies, theology, and church history with direct observation and evaluation by faculty.
2. Being: The student will achieve growth in personal and ministerial goals as identified in The Ministerial Person course and evaluated in the 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 presentation demonstrating a combination of biblical understanding, personal growth, and an ability in forming others.

Description and Duration
The MAFM is a 48 credit hour program that can be completed in two years of full-time study or in three or more years of part-time study. One of the most effective dimensions of any person in ministry is a healthy, holistic view of God, self, and others. This program provides training for students to increase their own spirituality and emotional well-being, as well as opportunities to increase formational care skills necessary for biblically-based ministry.
Course Load
Credit hours necessary to be considered full-time vary by program (see Suggested Course Sequence that follows). Students must be at least half-time for student loans (both new loans and loan deferment) and other financial aid. Students should contact the Registrar if they have questions about their status.

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

Non-Military Chaplaincy
Students pursuing non-military chaplaincy should verify requirements with the organization which provides credentialing. MAFM students must complete an additional 24 credit hours to fulfill the requirements of the Board of Chaplaincy Certification Inc. (BCCI). Details are available from the Registrar.

Curriculum Plan
During the past decade a transition in Christian ministry has occurred that is raising awareness of the value and priority of holistic care and formation in a Christian context. In response to this need and vision, the MAFM program requires 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
- Foundations for Seminary Studies (1 credit hour)

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

MAFM requirements (17 credit hours)
- Sacred Sexuality (CM 700.1 Integrative Seminar in Sacred Sexuality also required)
- Formational Prayer (CM 700.2 Integrative Seminar in Formational Prayer also required)
- Marriage Care (CM 700.3 Integrative Seminar in Marriage Care also required)
- Group Formation (CM 700.4 Integrative Seminar in Group Formation also required)
- Crisis Care (CM 700.5 Integrative Seminar in Crisis Care also required)
- Integrative Seminar in Formational Care--Capstone (CM 700.6)
Integrative Seminar in Formational Care (2 credit hours)

*Included in the Integrative Seminar is the senior Capstone project, as well as the courses listed after each core MAFM course above. This will include an estimated ½ hour of combined classroom and homework per week 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 topics into their own personal life, as well as 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.*

Class Standing

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

Requirements for Graduation

The seminar will confer the Master of Arts in Family Ministry degree on students who complete the 48 credit hours required in the program with a minimum cumulative 2.5 grade point average, have met the requirements for graduation, have been recommended by the faculty, and are approved by the Board of Trustees.

Suggested Course Sequence

*Two-year full-time MAFM schedule:*

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CM 581 Ministerial Person IS 510 Foundations for Seminary Studies</td>
<td>CM 598 Sacred Sexuality*AND participation in CM 700.1 IS 510 Foundations for Seminary Studies</td>
<td>CH 540 A Survey of the History of Christianity CM 583 Pastoral Care and Counseling CM 687 Formational Prayer*AND participation in CM 700.2</td>
</tr>
<tr>
<td>2</td>
<td>CM 599 Group Formation*AND participation in CM 700.4 CM 688 Spiritual Formation NT 520 NT Foundations</td>
<td>CM 585 Discipleship Ministries: Christian Formation CM 597 Crisis Care*AND participation in CM 700.5 TH 500 A Survey of Christian Theology</td>
<td>CM 689 Spiritual Direction CM 700.6 Integrative Seminar in Formational Care (capstone presentation)</td>
</tr>
</tbody>
</table>

*Three-year part-time MAFM schedule:*

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CM 581 Ministerial Person IS 510 Foundations for Seminary Studies</td>
<td>CH 540 A Survey of the History of Christianity CM 583 Pastoral Care and Counseling</td>
<td>IS 515 Interpreting God’s World and Word OT 500 OT Foundations</td>
</tr>
<tr>
<td>2</td>
<td>CM 598 Sacred Sexuality*AND participation in CM 700.1 NT 520 NT Foundations</td>
<td>CM 687 Formational Prayer*AND participation in CM 700.2 TH 500 A Survey of Christian Theology</td>
<td>CM 596 Marriage Care*AND participation in CM 700.3 CM 689 Spiritual Direction</td>
</tr>
<tr>
<td>3</td>
<td>CM 599 Group Formation*AND participation in CM 700.4 CM 688 Spiritual Formation</td>
<td>CM 585 Discipleship Ministries: Christian Formation CM 597 Crisis Care*AND participation in CM 700.5</td>
<td>CM 700.6 Integrative Seminar in Formational Care (capstone presentation)</td>
</tr>
</tbody>
</table>

*These MAFM courses are offered every-other-year and only in the term indicated*
MASTER OF ARTS IN PRACTICAL THEOLOGY (MA PT)
Program Director: Dr. Joel W. Cocklin

Purpose
The Master of Arts in Practical Theology (MA PT) 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.

Program Outcomes for MA PT Graduates
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.

Assessment Outcomes for MA PT 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 years 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 research and written based on an actual personal ecclesiastical experience. Students will develop their case study incorporating peer discussions and integrating as much as possible the accumulated learnings, insights, and personal development from their degree program. The entire process will be under direct observation and evaluation by the Program Director.

Description and Duration
The MA PT 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 MA PT is intended to provide advanced training for individuals seeking to serve in diverse ministries including lay leadership roles.
Course Load
Credit hours necessary to be considered full-time vary by program (see Suggested Course Sequence that follows). Students must be at least half-time for student loans (both new loans and loan deferment) and other financial aid. Students should contact the Registrar if they have questions about their status.

Class Format
Class format (classroom, online, or intensive) is based upon course content, location, and curriculum status. Students will need to have flexibility in their schedule in order to attend sessions which meet in-person.

Non-Military Chaplaincy
Students pursuing non-military chaplaincy should verify requirements with the organization which provides credentialing. MAPT students must complete an additional 12 credit hours to fulfill the requirements of the Board of Chaplaincy Certification, Inc. (BCCI). Details are available from the Registrar.

Supervised Ministry
Supervised Ministry (SM) courses are an integral part of theological education, which give seniors the opportunity to gain experience and hone ministry skills in his or her area of specific interest. SM is the culminating, hands-on course where students learn to deal with a variety of demands and situations that are part of ministerial life by utilizing their skills and knowledge.

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

During the SM experience, the student will work concurrently with both the course instructor (online, participating in case study reflection with their peers) and a placement field supervisor (NOTE: Mentors may not serve as SM supervisors). Formal written evaluations by the supervisor are prepared and submitted to the instructor on a regular basis during each of the three trimesters.

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

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

Students have three options to fulfill the requirement in SM:
1. Students may complete Clinical Pastoral Education (CPE) in an appropriate setting approved by the MAPT Director.
2. Students preparing for a military chaplaincy, who have Chaplain Candidate Status, may complete three annual chaplaincy practicums with approval of the MAPT director.
3. Students preparing for ministry will focus their SM 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 identity.

**Areas of Concentration**
The MAPT offers three areas of concentration in which students complete 15 credits:
- Biblical Studies
- Christian Leadership
- Pastoral Ministry

General education requirements for all concentrations (45 credit hours)
- Foundations for Seminary Studies (1 credit hour)
- The Ministerial Person
- Interpreting God’s World and Word
- A Survey of Christian Theology
- Spiritual Formation
- A Survey of the History of Christianity
- OT Foundations*
- NT Foundations*
- Church in Mission
- Church History and Polity
- Homiletics
- Christian Leadership
- Christian Leadership and Communication
- Supervised Ministry
- Ministry Skills and Techniques (2 credit hours)
- One elective in CH/TH/OT/NT

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

Concentration courses and electives (15 credit hours)

**MAPT with concentration in Biblical Studies**
Four concentration courses chosen from:
- OT 501 Pentateuch
- OT 502 Prophets
- OT 605 Psalter and Wisdom Literature
- 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
**MACT with concentration in Pastoral Ministry**

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

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

**Class Standing**

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

**Requirements for Graduation**

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

**Suggested Course Sequence**

*Four-year full-time MAPT schedule:*

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall (October)</th>
<th>Spring (Online)</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>IS 510 Foundations for Seminary Studies#</td>
<td>IS 500 Interpreting God’s World and Word** Concentration Course**</td>
<td>CM 581 Ministerial Person* CH/TH/OT/NT Elective**</td>
</tr>
<tr>
<td></td>
<td>OT 500 Old Testament Foundations#</td>
<td></td>
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<tr>
<td>2</td>
<td>NT 520 New Testament Foundations#</td>
<td>CH 540 A Survey of the History of Christianity** Concentration Course**</td>
<td>CM 688 Spiritual Formation* IS 587/IS 589 History and Polity#</td>
</tr>
<tr>
<td>3</td>
<td>TH 500 A Survey of Christian Theology#</td>
<td>CM 591 Christian Leadership** Concentration Course**</td>
<td>CM 582 Church in Mission**/** CM 584 Homiletics#</td>
</tr>
<tr>
<td>4</td>
<td>CM 670 Ministry Skills and Techniques# CM 786.1 Supervised Ministry**</td>
<td>CM 786.2 Supervised Ministry** Concentration Course**</td>
<td>CM 590 Christian Leadership and Communication* CM 786.3 Supervised Ministry** Elective</td>
</tr>
</tbody>
</table>

*Typically intensive courses held at a nearby retreat center in June
**Distance education courses delivered online
#Intensive courses held on the WTS campus
MASTER OF ARTS (THEOLOGICAL STUDIES) (MA[TS])

Program Suspended for the 2016-2017 Academic Year

(Program may be reinstated in the 2017-2018 Academic Year, but no applications will be accepted during the 2016-2017 academic year.)

Program Director: Dr. J. Robert Douglass

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

Program Outcomes for MA(TS) Graduates
1. Knowing: The graduate will integrate a basic understanding of the theological disciplines: biblical studies, theological studies, and the history of Christianity.
2. Being: The graduate 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 graduate will demonstrate mastery of one discipline and the academic skills needed for further advanced studies in this discipline.

Assessment Outcomes for MA(TS) Students
1. Knowing: The student will write and articulate a coherent faith statement that represents the student’s best work in biblical studies, theology, or Christian history, 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.

Description and 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). The capstone project for this program is a five-credit master’s thesis. For additional information, see Master’s Thesis Guidelines below.
Course Load
Credit hours necessary to be considered full-time vary by program (see Suggested Course Sequence that follows). Students must be at least half-time for student loans (both new loans and loan deferment) and other financial aid. Students should contact the Registrar if they have questions about their status.

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

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

A master’s thesis ranges from 75-150 pages, which does not include front and back matter (see IS 790 and 791 Master’s Thesis in the Course Descriptions section). 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 trimester of thesis writing is preparing the proposal, which is a maximum of 15 pages and includes the following: (1) a preliminary scholarly 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 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 first draft of the thesis must be submitted 60 days prior to graduation. A thesis defense will be scheduled to take place within three weeks of submission. A defense is a formal, but congenial, meeting of the committee consisting of the thesis advisor and second reader, and which lasts
around an hour. This provides an opportunity to discuss the content of the thesis and test the student’s knowledge of the material. It provides an opportunity for everyone to consult on last minute changes or concerns. Thesis defenses are open to community attendance.

The final draft is due one month prior to graduation. A complete digital copy (as one .pdf file) must be submitted to the director for the school’s digital archives. These will be made available to the public for research through the school’s website. A signed approval sheet by the thesis advisor, the second reader, and/or the director of the MA(TS) degree program must be submitted to the registrar one week prior to graduation. The thesis project must receive a grade of B or higher from the thesis advisor for approval to receive credit.

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.

**Curriculum Details**

The MA(TS) program includes one of three 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
  - Theology II
  - Introduction to Philosophy for Theological Studies
  - The Ministerial Person
  - Foundations for Seminary Studies (one credit hour)
  - Master’s Thesis (five credit hours)

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

Curricula concentrations (15 credit hours each):

*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
**MA(TS) with concentration in Theological Studies**
CH 543 Christian Faith in the Modern Age  
TH 664 Christian Ethics  
TH 669 World Religions
One elective in TH, plus one elective in CH, TH, or Independent Research

**MA(TS) with concentration in the History of Christianity**
CH 541 The Early Church  
*or*
CH 542 Medieval Christianity  
CH 543 Christian Faith in the Modern Age  
TH 669 World Religions
One elective in CH, plus one elective in CH, TH, or Independent Research

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

**Requirements for Graduation**
The Seminary will confer the Master of Arts (Theological Studies) degree on students who complete the 48 credit hours required in the program with a minimum cumulative 2.5 grade point average, have met the requirements for graduation, have been recommended by the faculty, and are approved by the Board of Trustees.
# Suggested Course Sequence

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
</table>
| 1    | CM 581 The Ministerial Person  
IS 500 Interpreting the Bible  
IS 510 Foundations for Seminary Studies  
AND BASED ON TRACK:  
History of Christianity:  
CH 541 The Early Church  
OR  
CH 542 Medieval Christianity *  | CH 540 A Survey of the History of Christianity  
IS 790 Master’s Thesis Proposal  
TH 670 Intro to Philosophy  
AND BASED ON TRACK:  
Biblical Studies: Hebrew or Greek  
Theological Studies: CH 543 Christian Faith in the Modern Age  
History of Christianity: CH 543 Christian Faith in the Modern Age  | IS 791.1 Master’s Thesis Writing  
OT 500 Old Testament Foundations  
TH 672 Worldviews, Perspectives, and Christianity  
AND BASED ON TRACK:  
Biblical Studies: Hebrew or Greek Exegesis  
Theological Studies: TH 669 World Religions  
History of Christianity: TH 669 World Religions  |
| 2    | IS 791.2 Master’s Thesis Writing  
NT 520 New Testament Foundations  
TH 560 Theology I  
AND BASED ON TRACK:  
Biblical Studies: OT/NT Elective  
Theological Studies: TH or CH Elective or Independent Research  
History of Christianity: CH or TH Elective or Independent Research (2 of 3)  | IS 791.3 Master’s Thesis Writing  
TH 661 Theology II  
AND BASED ON TRACK:  
Biblical Studies: Hebrew or Greek Grammar  
Theological Studies: TH or CH Elective or Independent Research  
History of Christianity: CH or TH Elective or Independent Research (2 of 3)  | IS 791.4 Master’s Thesis Writing  
AND BASED ON TRACK:  
Biblical Studies: Hebrew or Greek Exegesis  
Theological Studies: TH 664 Christian Ethics  
History of Christianity: CH or TH Elective or Independent Research (2 of 3)  |

*Course availability alternates years

To extend the program to three years, students should generally complete the italicized courses listed in year one first. For years two and three, students should consult with the registrar for a curriculum plan based on their concentration.
DOCTOR OF MINISTRY (D.Min.)
Program Director: Dr. M. John Nissley

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

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

—Dr. M. John Nissley

Program Outcomes for D.Min. Graduates
1. Knowing: The graduate will investigate and reflect on critical ministry challenges and theological issues with a cogent biblical worldview.
2. Being: The graduate will manifest growth in achieving personal, spiritual, and professional formation.
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 based on her/his ministry context.

Assessment Outcomes for D.Min. Students
1. Knowing: Advanced levels of biblical and theological seminar participation and projects are evaluated via direct observation by faculty in four research seminars: Students explore and examine with program peers current theological and ministry issues that integrate theory and praxis via case studies.
2. Being: Personal case study presentations demonstrate and represent the student’s best work in theological, biblical, and spiritual reflection that are evaluated via direct observation by faculty in four core formational seminars: Students experience growth in personal wholeness as they integrate strategic and systemic transformational initiatives with program peers, and personal, and professional relationships.
3. Doing: The capstone project consists of the student’s research project report, which integrates the program curriculum by designing a practice 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 and D.Min. Director. Evaluation is completed following criteria established by rubrics for each phase of research via direct observation by cohort peers, faculty, and the research project team: Students encourage
and evaluate one another in cohorts as they complete a four-year research process that addresses a vital issue in their ministry context.

Description
As a four-year, in-service degree, the WTS Doctor of Ministry degree program affords students the opportunity to complete the program while remaining in full-time ministry. The program consists of 32 credit hours composed of seminar context, 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 one-week seminar as the student designs a prospectus to guide his or her research project, instead of waiting until mid-way through the program to begin the research process. These intensive one-week seminars are held twice annually, in January and July, on the Seminary’s campus located in Findlay, Ohio.

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

Components

1. Intensive Week Seminars
   Students meet with professors and other students for intensive, week-long learning experiences twice each year. During each of these intensive weeks students may complete two seminars of two credit hours each. Pre- and post-course assignments are to be anticipated, as well as assignments during the week of the intensive courses.

   In the morning seminars in January, doctoral students meet to focus on personal formation, confronting leadership, and wholeness issues, by completing four core formation seminars (DM 800, DM 820, DM 840, and DM 860).

   In the morning seminars in July, research seminars emphasize focused inquiry on contemporary professional development, addressing theological and ministry issues within diverse cultural contexts. These four research seminars undergird doctoral students’ theological formation and help shape their research projects.

   In addition, doctoral students complete eight research and writing seminars (DM 880.1-DM 880.8) during the afternoons of the intensive weeks. Doctoral students meet in cohorts to focus on the research process and on writing their project reports as they present a current chapter for cohort processing, evaluation, and feedback. Faculty and students each bring academic and practical knowledge to the discussion.

   While professors shape the seminar design and provide class leadership, students are free to discuss, interact, and share, creating a positive communal learning environment and experience.

   See Doctor of Ministry Course Descriptions for additional details.
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 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.

   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, and the D.Min. Director.

Research Emphasis

   The unique emphasis at WTS is that 50% of the doctoral degree program is weighted in completing a sequence of eight two-credit Project Research and Writing seminars over the duration of the degree program. Students will engage in exploring and designing creative approaches to issues that are experienced within their specific area of research. WTS has a distinctive approach in guiding students through the four-year research experience that provides a unified structure for all D.Min. students, yet affords diversity in research emphasis while engaging the students in cohorts for peer evaluation and feedback during the research journey.
Research Project Template Options

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

<table>
<thead>
<tr>
<th>Components</th>
<th>Project Report</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>Students research a ministry or theological issue that will benefit the student’s ministry context and the broader church. In this option, students develop an in-depth report that describes their research journey.</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>Students craft a six-chapter project report that follows the research design process yielding a 200-page, high quality, written document. This is a qualitative and quantitative research process that utilizes theological reflection, cogent research models, and practical ministry outcomes.</td>
</tr>
<tr>
<td><strong>Follow-up</strong></td>
<td>Students apply research findings in their ministry context and in the broader church.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Applied Project Report</th>
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</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
</tr>
<tr>
<td><strong>Format</strong></td>
</tr>
<tr>
<td><strong>Follow-up</strong></td>
</tr>
</tbody>
</table>

Qualifications of Applicants

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

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

Admission Process/Program Entrance Process

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

1. Applicant must submit a completed application with a $30 non-refundable application fee.
2. Applicant must submit evidence of prior quality academic work documented by a final official transcript for all coursework completed in undergraduate and graduate institutions.

3. Applicant must submit a 750-1000 word *Ministry Assessment Essay* (see below) and specifically answer how participation in the 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 an interview via telephone or Skype, and/or a campus visit.

**Ministry Assessment Essay**

The 750-1000 word Ministry Assessment Essay is one important evaluative component of the entrance process at Winebrenner Theological Seminary (WTS). 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 WTS’ 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 WTS. Please include an assessment of your computer skill level.

6. **Verification.** Complete your essay with a statement, along with your signature and date, that it represents solely your own work and not the work of any others.
**M.Div. Equivalency**
Applicants who have completed a master’s degree(s) or doctoral degree(s) but do not hold the Master of Divinity degree may apply for M.Div. equivalency by submitting an evaluation worksheet (obtained from the Seminary’s Admissions Staff) and supporting documentation, in addition to the documents that were submitted as part of the admissions process.

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

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

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

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

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

**Seminar Space Availability**
All seminar registrations must be completed prior to the first day of the seminar. Enrollment priority will be in the following order, based on available space: (1) WTS doctoral students; (2) WTS doctoral students desiring to take a seminar for non-credit; and (3) visiting students desiring to take a seminar for transfer credit. Doctoral seminar class size is limited to 20 registered participants. However, non-credit enrollment can never exceed 25% of the entire class membership.
Program Orientation
New doctoral students will meet with the D.Min. Director, Student Academic Support Coordinator, and Director of Library Services during their initial DM 880 Project Research and Writing seminar. The purpose of these orientation and cohort sessions is to prepare the student to function effectively in the program and on the WTS campus. This orientation will: (1) present the WTS D.Min. program design; (2) discuss the expectations of doctoral academic work; (3) explain the program’s focus on qualitative and quantitative research; (4) familiarize the student with the WTS campus and personnel; and (5) orient the student to the use of the Seminary’s theological library and its electronic resources.

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

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

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

<table>
<thead>
<tr>
<th>Year</th>
<th>January [Fourth Week]</th>
<th>July [Second Week]</th>
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<tbody>
<tr>
<td>1</td>
<td>Formational Seminar-am Project Research &amp; Writing-pm</td>
<td>Research Seminar-am Project Research &amp; Writing-pm</td>
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<tr>
<td>2</td>
<td>Formational Seminar-am Project Research &amp; Writing-pm</td>
<td>Research Seminar-am Project Research &amp; Writing-pm</td>
</tr>
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</tr>
<tr>
<td>4</td>
<td>Formational Seminar-am Project Research &amp; Writing-pm</td>
<td>Research Seminar-am Project Research &amp; Writing-pm</td>
</tr>
</tbody>
</table>

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

Clinical Counseling

CC 500 Introduction to Clinical Mental Health
This course introduces students to the history of the counseling profession, professional issues and trends, theoretical orientations, practice settings and modalities, the mental health system, and professional identity and advocacy. *Prerequisite: IS 510 (3 hours, MACC students only)*

CC 505 Counseling Theories
This course provides an overview of counseling theories and examines the philosophical systems underlying those models. This course also examines the basic concepts of counseling such as definitions, interviewing, case conceptualization, clinical procedures, and other skills necessary to practice a variety of counseling theories and techniques in clinical settings. *Prerequisite: IS 510 and CC 500 (3 hours, MACC students only)*

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

CC 515 Human Growth and Development
This course provides an overview of the various theories of human growth and development throughout the lifespan and their implications for counselors. Genetic/biological, physical, social/cultural, emotional, and intellectual bases of human development are explored. *Prerequisite: IS 510 and CC 500 (3 hours, MACC students only)*

CC 520 Group Counseling
This course provides students an opportunity to learn about group theory and techniques along with group dynamics and process through class discussion and via an experiential component. Students will examine group stages, types of groups, styles of leadership, and pre- and post-group assessment. Students will also gain competencies in designing, utilizing, and facilitating groups. Multicultural and ethical considerations will also be addressed as they pertain to groups. *Prerequisite: IS 510, CC 500, CC 505, and CC 510 (3 hours, MACC students only)*

CC 525 Career Counseling
This course presents a scaffold for understanding career development issues and stages. It equips students with skills to enable them to provide lifestyle and career assessments as well as assist clients with setting goals and implementing a plan of action. *Prerequisite: IS 510 and CC 500 (3 hours, MACC students only)*
CC 530 Multicultural Counseling
This course trains students to be culturally competent by discussing the impact of culture on the counseling process as well as understanding cultural differences (e.g. race, gender, sexual orientation, SES, religion). This course prepares students to evaluate self-concept, forgiveness, and suffering from a client’s perspective. Prerequisite: IS 510 and CC 500 (3 hours, MACC students only)

CC 535 Assessment in Counseling
This course offers students an overview of the history and theory of psychological testing and appraisal. Most popular tests will be reviewed with a focus on the employment of psychological tests and interpretation of the results. Prerequisite: IS 510, CC 500, and CC 525 (3 hours, MACC students only)

CC 540 Legal and Ethical Issues in Counseling
This course introduces students to ethical standards for the profession and to the research relevant to ethical behavior of counselors in mental health settings. Students will learn important legal developments related to confidentiality, testing, research, and supervision. They will apply ethical and legal standards to complex cases through examination and utilization of ethical decision making models. Prerequisite: IS 510 and CC 500 (3 hours, MACC students only)

CC 545 Diagnosis of Mental and Emotional Disorders
This course provides students with the basic concepts needed for proper assessment of various categories of human behavior described in the current edition of the “Diagnostic and Statistical Manual for Mental Disorders.” This course incorporates theory (quantitative knowledge) and case studies (qualitative knowledge). An emphasis will be placed on the use of a diagnosis in the development of treatment plans. Prerequisite: IS 510, CC 500, CC 535, and CC 605 (3 hours, MACC students only)

CC 600 Research and Evaluation
This course presents an introduction to counseling research methods. It will review research and evaluation processes, concepts of validity, issues of reliability, research designs, and common statistical tests. Students will learn to critique professional research articles, conduct simple quantitative and qualitative research, write a counseling research proposal, and translate research into practice. Prerequisite: IS 510 and CC 500 (3 hours, MACC students only)

CC 605 Psychopathology
This course describes specific aspects of personality theory and cultural and biological factors which contribute to an understanding of abnormal behavior and psychopathology as they affect a wide range of individuals from childhood through adulthood. Prerequisite: IS 510, CC 500, CC 505, CC 510, and CC 520 (3 hours, MACC students only)

CC 610 Treatment of Mental and Emotional Disorders
This course presents students with methods used in treatment and management of mental disorders including intake practices, mental status assessment, treatment planning, record keeping, referral procedures, and use of psychotropic medication. Prerequisite: IS 510, CC 500, and CC 605 (3 hours, MACC students only)
CC 615 Personality Assessment
This course presents advanced concepts for the assessment of personality using objective assessment instruments. The course will also focus on the development, structure, administration, and interpretation of objective personality instruments. Practical and scientific aspects will be addressed. This course is designed to give students basic skills needed to administer, score, interpret, and report findings of objective personality tests. The primary test which will be presented is the MMPI-2. Other objective personality tests will also be reviewed. Prerequisite: IS 510, CC 500, and CC 605 (3 hours, MACC students only)

CC 620 Evaluation of Mental and Emotional Disorders in Children and Adolescents
This course prepares students to use assessment procedures in diagnosis, treatment planning, and outcome measurements specifically designed for children and adolescents. Methods of administering and interpreting individual and group standardized tests of mental ability, interest, and personality are emphasized. (3 hours, MACC students only)

CC 650 Family Relations
This course introduces students to systems theory, the dynamics of human relationships, and theories and techniques of marital and family counseling. Professional and legal issues in marital and family counseling will be addressed. Students will acquire skills taking family histories and integrating them in problem assessment and therapeutic interventions. (3 hours)

CC 655 Counseling the Dying and Grieving
This course provides an overview of the grief and loss cycle. Students will learn how to assist others who experience emotions produced by death and loss. The issue of the meaning of life in various contexts will also be addressed. (3 hours)

CC 700 Practicum in Clinical Mental Health Counseling
This course provides field experience in a professional counseling setting with supervision from an on-site licensed Professional Clinical Counselor. Prerequisites: IS 510, CC 500, CC 505, CC 510, CC 515, CC 520, CC 525, CC 530, CC 535, CC 540 and CC 545. (3 hours, MACC students only)

CC 705 Internship in Clinical Mental Health Counseling I
This course presents students with an opportunity of field experience under the guidance of a professor and a licensed professional clinical supervisor. Internship gives students the opportunity to acquire further skills, experience, and other expertise as counselor trainees. The opportunities will enable students to apply their knowledge of learned techniques and counseling theories to help actual clients. Clinical skills will be honed by presenting them with observation experience and the ability to use skills such as assessment and diagnosis using the DSM 5, case conceptualizations, techniques, and presentation skills. They will have the opportunity under their professor and clinical supervisor to practice case consultation. Students will also learn through feedback of their counseling abilities, strengths and weaknesses, and challenges to become a profession counselor. This course, by its nature, leads to an increase in self-awareness. Prerequisite: CC 700 (3 hours, MACC students only)
CC 710 Internship in Clinical Mental Health Counseling II
This course is a continuation of Internship in Clinical Mental Health Counseling I. Students are under the guidance of a professor and a licensed professional clinical supervisor. This course provides students with opportunities to further their knowledge. This course will also continue to assist students in developing and applying their skills in techniques, theory, assessment, case presentation, diagnosis (DSM 5). Further opportunities are given to students to identify their strengths, limitations, and challenges, and to assist in further self-awareness. Prerequisite: CC 705 (3 hours, MACC students only)

Church History

CH 540 A Survey of the History of Christianity
Students demonstrate understanding of the general flow of Christian history (both East and West), from Pentecost to the present, including major figures and events. Some themes to be examined in greater detail include theological controversies, creeds, councils, Christianity and state, monasticism, liturgy, the marginalized, socio-political changes, calls for reform, modernity, globalization, and contemporary ecumenical dialogue. This course will look at the implications the history of Christianity has for life and thought today. (3 hours)

CH 541 The Early Church (100-500)
Students examine the development of the early church, including both the formulation of Christian doctrine and formation of worship practices. Special attention is given to Christian responses to critique from pagans and heretics, internal strife over how to understand Christ's natures, the impact of Constantine, the development of spirituality, and the beginnings of the emergence of a centralized ecclesial authority. (3 hours)

CH 542 Medieval Christianity (500-1500)
Students engage prominent themes of Christian thought and practice as articulated in the medieval period. These include missionary expansion in Europe, alterations to monasticism, lay piety, sacramental theology, engagement with Islam, the growth of mysticism, the construction and development of scholasticism, and attempts at reform and renewal prior to the outbreak of the Protestant Reformation. (3 hours)

CH 543 Christian Faith in the Modern Age (1500-)
Students grapple with the complexities of modern Christian thought and practice as they have developed from and been influenced by the Protestant Reformation through the interweaving of two main narratives. The first narrative consists of the challenges to Western Christianity posed by European religious wars, the European Enlightenment, Romanticist reactions, and modernist impulses. The second narrative is the expansion and enculturation of Christianity throughout the world and its corresponding shift of epicenters from the Northern Hemisphere (Europe and North America) to the Southern Hemisphere. Students express the implications of these narratives in their ministry settings as they interact with the challenges and opportunities created by post-modernity. (3 hours)
CH 641 Seminar in American Cultures and Religious Traditions
Students demonstrate understanding of the cultural and religious landscape of North America, with a particular emphasis on Christianity in the United States, from the late-colonial period to the present day. American racial, cultural, ethnic, economic, and life-style diversities are explored. Attention is given to various sub-cultures and demographics, from fundamentalism and evangelicalism to the post-Christian or neo-pagan. (3 hours)

CH/TH 643 Theology in the Context of History
Students demonstrate an understanding of the relationship between the distinct disciplines of theology and history. This research-oriented course looks into the development and trajectory of theological ideas as they are informed by historical contexts and questions of historiography. It will explore many theologically invested subjects, including literature, philosophy, monasticism, gender, and the arts. This course also qualifies as a theology course. (3 hours)

CH 647 Great Awakenings
Students demonstrate understanding of the characteristics and key leaders of the great Christian awakenings in the United States. They evaluate the impact awakenings and revivals have had on the growth of Christianity and reflect on the lessons they have for the ministry of the contemporary church. (3 hours)

CH 648 History of American Christianity
Students demonstrate an understanding of the history of Christianity in North America and the United States from the colonial period to the present, including the Awakenings, expansion, denominationalism, African-American churches and the rise of religious pluralism. (3 hours)

CH 649 History and Practice of Missions
Students demonstrate a basic knowledge of Christian missions from the first century to the present and an understanding of modern missionary practice and the importance of the local church in the missions enterprise. (3 hours)

CH 650 History of the African-American Church
Students demonstrate understanding of African-American religious experience from the early days of slavery to the present. Attention is given to the importance of the church for African-American identity, the controversies and failures that racked the white church over the issues of slavery, racism and civil rights, and the emergence of black theology. (3 hours)

CH/TH 669 World Religions
Students demonstrate understanding of the twelve major world religions of the twenty-first century. They begin with the faiths that originated in South Asia (Hinduism, Jainism, Sikhism, Buddhism), continue with those of East Asia (Confucianism, Taoism, Shintoism), and conclude with those from West Asia (Zoroastrianism, Judaism, Christianity, Islam, and Bahai). Attention will be given to history, values, lifestyles, and interaction with secular culture. (3 hours)

CH 718, 719 Independent Research in Church History
See Independent Research section for procedures and regulations.
Christian Ministries

CM 500 Character of a Leader
Students demonstrate understanding and formation of character modeled after Jesus and for the sake of others; they establish and participate in small accountability/support groups. Students learn to identify character deficiencies and to develop appropriate plans for fostering character enhancement. This course includes working with a coach, participating in ministry via a two-by-two model, and coaching another person. (3 hours)

CM 501 Leadership Competencies
Students demonstrate understanding of leadership competency by leading a ministry in prayer, loving relationships, worship, and evangelism. Together with a coach, students determine competencies necessary for their specific vocation, locating necessary resources and elements of accountability for ongoing formation of those competencies. (3 hours)

CM 502 Leadership Practicum
Students demonstrate understanding of what it means to be a leader (i.e., servant leadership; leading verses enabling; setting, communicating, and maintaining the vision), the responsibilities of leadership (i.e., setting boundaries, handling success and failure) and handling various types of crisis and conflict (i.e., pastoral-centered, theological focused, mediation and arbitration). Students learn the principles of recruiting, training, and supporting volunteers and church staff. This course offers the student direct interaction with church governance in understanding the pastor’s role and relationship with the Board, office management, church publications, and computer systems. (3 hours)

CM 503 Emerging Church Movements
Students demonstrate understanding of the history and influence of various emergent movements and the relevant effects on the concept and function of the church. They comprehend the biblical metanarrative and apply it to various cultural and demographic publics. Students also learn the importance of evaluating, measuring, and interpreting trends and movements in light of biblical and theological norms. (3 hours)

CM 504 The Local Church in Global Mission
Students demonstrate understanding of the global mission of the church as it relates to and involves the local church body. They develop insights into worldwide ecclesial activity involving international and indigenous fields, emerging trends in missiology, and application of missional concepts to their own historical-cultural context. Students explore missional thinking at various levels of community. (3 hours)

CM 505 Missional Interpretation and Praxis
Students demonstrate understanding of how to participate as God’s people in diverse contemporary cultural contexts. They explore and learn how to engage contextual issues indigenous to rural, suburban, and urban settings, considering traditional to emerging interpretations of proper missional praxis and theological framework. (3 hours)
CM 506 Contemporary Church Planting
Students demonstrate understanding of the principles, procedures and theology of planting and growing a local church. They investigate pastoral and planting models, mobilization of laity, and opportunities and difficulties in planting a church. Students study various models, successful characteristics, and common pitfalls of planting. They also participate in routine assessment testing and developing personal planting profiles. (3 hours)

CM 507 Theology of Christian Spirituality
Students demonstrate understanding of the theological themes that emerge from the biblical/historical inquiry into the development of spirituality from creation to current trends and forces. Students study characters from church history to develop spiritual biographies on a theme or value having high-level of significance. Special emphasis is given to Creation Theology as it relates to Incarnational Spirituality, ecology, and the global quest for meaning in life-spirituality. (3 hours)

CM 508 Developing Prayer Ministry
Students demonstrate understanding of spiritual formation with others in group contexts and informed by insights from systems theory. They develop a weekly formation group focused upon intercession for needs within and beyond the group. Accountability and support of group members is developed in a retreat setting and maintained through weekly group sessions. (3 hours)

CM 509 Exploring Celtic Spirituality
Students demonstrate understanding of the historical, theological, spiritual, and missiological significance of the Celtic Church. They explore applications of Celtic models for spiritual formation and ministry praxis in the context of a Christian community. Special emphasis is placed upon the cultural/social/historical development of Celtic spirituality. (3 hours)

CM 510 Church Planting History and Strategies
Students demonstrate understanding of church planting as it relates to the history of the church in the United States. They assess the viability of three contemporary church planting models—simple/organic, missional, and attractional—on the basis of biblical and theological constructs. Students develop a plan to adapt a model appropriate to their ministry context along with strategies for its implementation. (3 hours)

CM 515 Navigating Leadership in a Complex World
Students demonstrate an understanding of leadership principles and culture. They receive an injection of vision, experience skill development, and are inspired to impact their ministry context. Students attend the Willow Creek Global Leadership Summit (GLS), read assigned material supplementing the GLS learning, and integrate the GLS experience into their own ministry context. [This course is a suitable substitution for CM 582 Church in Mission.] (3 hours)
CM 581 The Ministerial Person
Students demonstrate understanding of their knowledge of, and attitudes toward, personal spiritual formation, emotional well-being, care of the physical body, and stewardship of time. They demonstrate confidence in their call to ministry and personal identity by articulating it and by expressing confidence in the Church’s affirmation of their call. They engage in formative experiences through which they assess their progress toward personal wholeness. (3 hours)

CM 582 Church in Mission
Students demonstrate understanding of God’s mission of reconciliation and the role of the Church in fulfilling its missional calling via the gospel of Jesus Christ. They study missiological issues from biblical, theological, historical, ecclesiological, and cultural perspectives. Students implement faithful, holistic, and appropriate approaches in emergent and pluralistic contexts. [Students may substitute CM 515 Navigating Leadership in a Complex World.] (3 hours)

CM 583 Pastoral Care and Counseling
Students demonstrate understanding of a biblical, theological, and theoretical base for pastoral care and counseling. They demonstrate a pastoral attitude toward caring, an appreciation for the centrality of biblical wisdom in pastoral care and counseling and the ability to discern between appropriate and inappropriate issues, approaches, and techniques applicable to providing Christian care and counseling. (3 hours)

CM 584 Homiletics
Students demonstrate understanding of a theology of preaching and the application of exegesis and hermeneutics in developing biblical sermons suitable for contemporary settings. They identify the biblical and theological basis for preaching; explore the nature of contemporary settings in which preaching takes place; and prepare, deliver, and critique sermons. (3 hours)

CM 585 Discipleship Ministries: Christian Formation
Students demonstrate understanding of the biblical principles and methodology for developing, motivating, and equipping people to become mature disciples. They will explore and apply contextualized models in a current ministry setting. (3 hours)

CM 586 Christian Worship
Students demonstrate understanding of the principles and processes of designing and leading corporate Christian worship. They develop a biblical theology of worship that expresses itself in the practice of Christian worship; examine the background and practice of various styles of worship; design and lead worship services that are theologically and contextually appropriate; explore wedding and funeral services as unique worship services; and prepare to administer the ordinances/sacraments. (3 hours)

CM 590 Christian Leadership and Communication
Students demonstrate understanding of principles and practices essential to faithful, competent and effectual leadership and communication. They learn models of distinctly Christian leadership from biblical, theological, and exemplary bases, applying their understanding in missional, congregational, and cultural contexts. Students also study and develop vital communication skills. (This is the capstone course for MAPT students.) (3 hours)
CM 591 Christian Leadership
Students demonstrate understanding of the principles and practices essential to leadership. They formulate a biblical basis for congregational mission, vision, and ministry; analyze personal and congregational strategies for ministry; and utilize administrative models designed for congregational management. Students demonstrate willingness to view all persons as called to ministry. (3 hours)

CM 593 Church Development and Growth
Students demonstrate understanding of the principles, procedures, and theology of planting new churches, and of the growth of a local church. They identify pastoral models essential to mobilize the laity, explore characteristics, opportunities, and barriers in planting and growing a church in various settings. They research the potential for growth and development in their local church via an intensive ministry audit project. (3 hours)

CM 594 Church Development and Emergence
Students demonstrate understanding of various approaches to planting new congregations, considering biblical, theological, and contemporary bases for church development. They study ancient-to-contemporary models as well as emerging trends. Students learn principles essential to faithful church development and contextualized methodology; mobilizing laity; exploring opportunities and barriers in planting and growing a local congregation; and researching potential for growth and development. (3 hours)

CM 595 The Global Mission of the Church
Students demonstrate understanding of the biblical foundation, historical development, strategic dimension, and cross-cultural component of contemporary world missions. They will develop insights on how to increase missions awareness in the local church as well as how to contextualize the gospel in any ministry setting. (3 hours)

CM 596 Marriage Care: Impacting Relationships through Formational Ministry
Students demonstrate a biblical understanding of marriage and how to utilize formational care as a framework for developing a Christ-centered marriage. They will develop understanding and skills in areas such as premarital marriage preparation, marriage mentoring training, and spiritual formation for couples. (3 hours)

CM 597 Crisis Care: Formed in Christ through Crisis
Students demonstrate understanding of various crises encountered in daily living and how to formulate a response that is biblically informed. They learn skills in utilizing formational process during crisis care and in grief therapy groups, and how to network in both Christian and non-Christian communities. (3 hours)

CM 598 Sacred Sexuality: A Theology of Sexuality
Students demonstrate an understanding of sexuality in light of cultural, historical, and biblical norms. They develop understanding of the various issues of sexuality and form a biblical response to be used in forming others. (3 hours)
CM 599 Group Formation: Utilizing Group Process to Encourage Formation in Christ
Students demonstrate understanding of group dynamics and system concepts and the process for forming others utilizing biblically based groups. (3 hours)

CM 600 Christian Perspectives on Human Growth and Development
Students demonstrate understanding of significant growth, development, and faith issues throughout the human life span. Psychoanalytic, cognitive, behavioral, humanistic, and other theories of development will be examined in light of the Bible and contemporary Christian scholarship and teaching. A strong emphasis will be placed on practical application for ministry to individuals and families. (3 hours)

CM 610 Theology of Worship
Students demonstrate understanding of the theology and practice of worship. The study will allow students to articulate and refine their own personal theology of worship. In doing this, students will understand how his or her theology impacts both their own life and the lives of those around them. Attention will also be given to understanding how all of life is to be worship. (3 hours)

CM 611 Creative Arts and Service Programming
Students demonstrate understanding of how to utilize creative arts in worship and plan worship services. They learn effective use of the creative arts to fit specific worship settings. Students will become familiar with utilizing a planning team in the process of service programming. (3 hours)

CM 612 Worship Leadership
Students demonstrate understanding of worship leadership. They learn about the role of an effective worship leader among a team, the importance of personal spiritual growth along with the theological aspect of leading worship. Students will interact with other worship leaders in order to gain insight into worship leadership within the local church. They will explore the process to equip other believers for a life of worship. (3 hours)

CM 613 Trends in Worship Ministry
Students demonstrate understanding of current trends in worship ministry. They will learn about how to analyze trends that may be either beneficial or non-beneficial for their specific ministry context. Attention will be given to reflection upon the student’s personal background, experiences, and environment that impact their view of trends in worship ministry. (3 hours)

CM 635 Transformational Preaching
Students demonstrate understanding of the central role of preaching in reshaping their ministerial/missional environments. They learn to proclaim biblical wisdom that prophetically addresses the contemporary situation. Students practice, prepare, and deliver sermons that focus on the holistic transformation of their congregations and local communities. (3 hours)
CM 670 Ministry Skills and Techniques
Students demonstrate understanding of a biblical, theological, and practical application of the sacraments/ordinances, rites, and ministry functions of the Christian church. These skills and techniques will be sensitive to denominational guidelines and specific cultural distinctives. Emphasis will also be placed on the spiritual care of the persons who receive and give care. Students will observe, practice, and conduct (within the boundaries of denominational credentials) pastoral functions commonly found in ministerial manuals. (2 hours)

CM 687 Formational Prayer: Utilizing Prayer in Forming Others in Christ
Students demonstrate understanding of how to form others utilizing various styles of prayer that are based on a biblical framework. They will explore ways of applying what they have learned to caregiving situations. (3 hours)

CM 688 Spiritual Formation
Students demonstrate understanding of and commitment to personal spiritual formation. They practice daily the inward and outward disciplines of the spiritual life, and participate in a one-day retreat. Students research the classic Christian streams of spirituality. They demonstrate self-awareness and insight in their spiritual journey, and develop a personal growth plan. (3 hours)

CM 689 Spiritual Direction
Students demonstrate understanding of and commitment to giving and receiving spiritual direction. They practice advanced levels of spiritual disciplines in the context of a small group, a spiritual retreat, and daily personal spiritual formation. They develop skills and insights in spiritual direction by leading spiritual direction sessions. (3 hours)

CM 698 Women in Ministry
Students demonstrate understanding of the historical overview of women in ministry. Utilizing the biblical model of servant leader in both the home and the church, they will consider issues in biblical interpretation of relevant didactic passages. Students will also examine the various views and issues surrounding the participation of women in the ministerial vocation. (3 hours)

CM 700.1-6 Integrative Seminar in Formational Care
Students demonstrate understanding of the knowing, being, and doing student learning outcomes of the MAFM program as stated in the course catalog. Students will examine their personal growth during seminary as well as their process of guiding another person through the use of formational skills learned throughout the program. Each student will exhibit documentation to support a portfolio examination measuring indicators of personal growth and an ability to form others. The student will demonstrate integration of biblical and theological understanding in all aspects of their work. These findings will be assimilated into a document that will be presented in a capstone event. (2 hours, MAFM students only.) Please note that this will include an estimated ½ hour of combined classroom and homework in each of five trimesters in which the student is registered for a MAFM core course. In the final trimester of their program, the student will complete the integrative seminar. CM 700.1-5 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.
CM 784 Preaching Special Services
Students demonstrate understanding of the ability to develop sermons for the Christian year and other special occasions. These include Advent and Lent, as well as funerals, ordinance/sacrament services, weddings, etc. (3 hours)

CM 786.1-3 Supervised Ministry
Students demonstrate the integration of their previous and current seminary coursework with the practice of ministry under direct supervision. Students will spend three trimesters of ministry in approved church/parish para-church, or non-church sites or settings, and engage in a theologically reflective practice of ministry. This course draws upon the best principles and practices of adult education such as learning contracts, collegial dialogue and interaction, peer consultation, and self-review. Various methods will be used to evaluate students’ personal and professional growth. (1 hour per trimester, students complete three trimesters of this course in a one-year sequence.)

CM 718, 719 Independent Research in Christian Ministries.
See Independent Research section for procedures and regulations.

Doctor of Ministry

DM 800 Spiritual Formation
Students demonstrate understanding of and commitment to personal spiritual formation. They practice the inward, outward, and corporate disciplines of the spiritual life and research the classic Christian streams of spirituality. They display individual self-awareness and insight into their own spiritual journey and develop a personal growth plan. Students also exhibit understanding of the Christian leader’s role in guiding the spiritual formation of a Christian community. (2 hours, D.Min. students only)

DM 810 Research Seminar: Worship
Students demonstrate an understanding of the correspondence between Christian spirituality and theology that is expressed in the praxis of corporate worship. Themes of creation, incarnation, liberation, thanksgiving, and adoration as expressed in the Scriptures will be researched by students to develop a holistic model for Christian worship of the Triune God. They will evaluate their current conception of worship in correlation with insights from the course findings as a potential plan for worship renovaré in their ministry context and personal formation. (2 hours, D.Min. students only)

DM 820 Theological Reflection
Students demonstrate understanding of Christian ministry through selected readings and the theological case study reflection method. Students bring the biblical, theological, historical, spiritual, and practical resources of the Christian faith to bear on the case studies they provide from their own ministries. (2 hours, D.Min. students only)
DM 835 Biblical Research: Biblical Theology
Students engage biblical theology as a formal discipline and its implications for contemporary application to oneself and others. Areas of focus include (1) the biblical-theological themes of creation, the fall, the covenants, promise, kingdom, and messianic expectation as they are unfolded in the Old Testament and appropriated by Jesus and the New Testament authors; (2) the relevance of Jesus' and the New Testament authors' use of the Old Testament as a guide for the contemporary biblical interpretation; (3) an assessment of four representative models of the relationship between the Testaments and their implications for the unity and applicability of Scripture; and (4) the application of biblical-theological themes to contemporary ministry contexts. (2 hours, D.Min. students only)

DM 840 Formed in Christ for Community
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. (2 hours, D.Min. students only)

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

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

DM 880.1-8 Project Research and Writing
Students demonstrate skill in performing advanced ministry research by selecting a ministry problem, preparing a project prospectus, gathering appropriate resources, organizing an effective research model, evaluating the results, and presenting a final research project report. (2 hours each, D.Min. students only)

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

IS 500 Interpreting the Bible
Students demonstrate understanding of a multidisciplinary, evangelical approach to biblical interpretation, integrating theological, biblical, historical, philosophical/linguistic, and pastoral knowledge for faithful biblical exposition. They also develop appreciation of the unity and diversity of Scripture and of scholarly and devotional interpretive methods. (3 hours)

IS 501 Apologetics: An Invitation to Faith
Students demonstrate understanding of and commitment to articulating the Christian faith in a pluralist environment. The course will combine study of the biblical narrative, an examination of distant (Augustine, Aquinas) and recent (Barth, Newbigin) theological voices, and an analysis of contemporary culture. Students will also survey some of the historic methods of apologetics. (3 hours)

IS 510 Foundations for Seminary Studies
In this Seminary orientation course students demonstrate understanding of graduate level research, critical thinking, writing, and computer skills through completion of a series of in class, out of class, and online assignments. They complete initial institutional requirements, are incorporated into the community, and demonstrate proficiency in using academic tools and facilities. Students who do not demonstrate the minimum institutional standards of graduate level research, critical thinking, writing, and computer skills will receive remediation in appropriate areas through the Office of Student Academic Support. This course must be scheduled during the initial semester of matriculation for all students entering a program. (1 hour)

IS 515 Interpreting God’s World and Word
Students demonstrate ability to interpret both the world in which they live and Scripture. They examine competing religious and secular worldviews and how these different perspectives influence one’s conception of the world. They develop and outline their own Christian worldview. Students also learn basic principles of biblical interpretation and demonstrate skills in interpreting and applying the Scriptures to themselves and contemporary ministry contexts. The interrelationship between worldview and Scripture will be a central focus throughout the course as students develop a coherent approach to interpreting both. (3 hours)

IS 587 Churches of God History and Polity
Students demonstrate understanding of the history of the Churches of God, General Conference. They analyze the origins, doctrinal developments, major trends, and contributions of key leaders of the denomination. Students also study the polity and the distinctive doctrines in the life of the Churches of God, General Conference. They define church polity, describe the nature and importance of the ordinances, and identify available denominational resources. (3 hours)
IS 588 United Church of Christ History and Polity
Students demonstrate understanding of the history and formation of the United Church of Christ and how this affected the theology, polity and practice as experienced in local churches and other settings of the denomination. Students analyze the polity and diverse practices within the United Church of Christ and the implications for ministry. They become familiar with the Manual on Ministry, the Search and Call system and various resources available. (3 hours)

IS 589 Denominational History and Polity
Students demonstrate understanding of the history of their respective denominational contexts through the study of origins, doctrine, trends, and demographics, with particular attention given to founders, key leaders, and defining events from the past to the present. Students also study the polity and distinctive structural aspects of their denominations, noting especially the prescribed definitions of ordination, sacraments or ordinances, local governance, and ecumenical relations. Students are expected to identify and utilize resources and authoritative sources (polity manuals, authorized prayer books, etc.) within their denominational settings. (3 hours)

IS 642 Christ and Culture
Students demonstrate an understanding of one of the most fundamental issues facing the church in today’s rapidly changing world—the relationship between the Christian faith and contemporary culture. The course provides biblical and theological foundations for thinking Christianly about culture. It then introduces a variety of models for engaging culture as well as cultural-studies methodologies for surveying the twentieth and twenty-first centuries, highlighting those trends and forces that have significantly impacted the church and its relation to the mission of God. (3 hours)

IS 651 Christ and Community
Students demonstrate understanding of the historical development of ecclesiology (the practice of doctrine) as well as an understanding of the social history of the church as a practicing community of faith. A variety of models will show how the church has expressed itself over time, with particular attention given to community identification through worship, discipleship, formation, and mission. Pivotal episodes and case studies, ranging from the New Testament house church to experimental semi-monastic communities in our present day are featured. (3 hours)

IS 718, 719 Independent Research in Integrated Studies
See Independent Research section for procedures and regulations.

IS 790, 791.1-791.4 Master’s Thesis
Students demonstrate advanced levels of research and theological reflection in developing a comprehensive explanation of problems in the student’s area of concentration. Appropriate research methodology and techniques will be utilized to craft the thesis project. (1 hour each) (See MATS section for additional information on the Master’s Thesis.)
New Testament

NT 520 New Testament Foundations
Students demonstrate understanding of the writings of the New Testament in view of their content, origin, literary form, theological value, and practical application. (3 hours)

NT 521 Greek Grammar
Students demonstrate understanding of New Testament Greek grammar, syntax and vocabulary. Students will be able to read the Greek New Testament with lexical aids as a basis for exegesis of the New Testament. (3 hours)

NT 522 Greek Exegesis
Students demonstrate understanding of the exegetical process and the resources available to interpret passages of the New Testament in its original language. Students exegete selected passages from the Gospels and epistles and use tools and techniques of exegesis. Prerequisite: NT 521 (3 hours)

NT 526 Synoptic Gospels
Students demonstrate understanding of the first three Gospels. They interpret narratives of the Gospels, the sayings of Jesus, and the parables of Jesus. (3 hours)

NT 627 Studies in Paul
Students demonstrate understanding of the Pauline corpus of literature. They examine the circumstances and issues that occasioned Paul’s letters, the literary forms within Paul’s letters, and the principles used to interpret Paul for today. Selected passages in Paul’s epistles are interpreted. (3 hours)

NT 628 Gospel of John
Students demonstrate understanding of the Gospel of John. They analyze the gospel from a literary perspective with an emphasis on rhetoric, characters, setting, plot, and themes of John. Selected passages from John are interpreted. (3 hours)

NT 629 Book of Revelation
Students demonstrate understanding of the Book of Revelation. They interpret the figurative and symbolic language of Revelation, understand the hermeneutical issues involved in interpreting the Book of Revelation for today, and understand the theology and content of the Apocalypse. (3 hours)

NT 630 Spirituality in Luke
Students demonstrate understanding of the Gospel of Luke. They focus on the spiritual landscape in various passages in Luke, such as table fellowship, clothing, journeys (Jerusalem and Emmaus), possessions, temple, tomb, desert, mountain, lake, river, and festivals. (3 hours)
NT 631 Pastoral Epistles
Students demonstrate understanding of Paul’s writings to Timothy and Titus, especially as they relate to pastoral ministry. The primary emphasis is to interpret the teaching within its historical context and to give special attention to issues of contemporary significance. (3 hours)

NT 632 Hebrews and General Epistles
Students demonstrate understanding of Hebrews and the General Epistles (James, 1-2 Peter, 1-3 John, and Jude). The course will include a synthetic overview and exegetical analysis of each book. Attention will be given to the historical and cultural backgrounds in which these epistles were written. (3 hours)

NT 633 Colossians
Students demonstrate understanding of the book of Colossians by observing the authorship, date, theme, and historical background of the book followed by an expositional study of the book focusing on its Christological and applicative message. (3 credits)

NT 634 Ephesians
Students demonstrate understanding of the book of Ephesians by observing the authorship, date, theme, and historical background of the book followed by an expositional study of the book focusing on its Christological, ecclesiastical, and applicative message. [The text will be studied from the Greek New Testament and students who have completed Greek Grammar and exegesis are encouraged to enroll in this elective course in order to enhance their Greek language capacity. The English Bible students are also encouraged to enroll in this elective course.] (3 hours)

NT 635 Romans
Students demonstrate understanding of the book of Romans from an expository study perspective. Theological themes such as justification, sanctification, and glorification will be examined with the goal of exploring the book’s practical application. Students reflect on the wholeness of the gospel message and its impact on the believer’s spiritual formation. (3 hours)

NT 636 The Book of 1 Peter
Students demonstrate understanding of 1 Peter in its historical-social and theological contexts by detailed exegetical analysis of selected portions of 1 Peter. The role of theological themes in the epistle such as Christology, atonement, eschatology, sanctification, and suffering will be emphasized throughout the course. Students reflect on and demonstrate an ability to appropriate the transformative potential of 1 Peter for self, Church, and world. (3 hours)

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

NT 718, 719 Independent Research in New Testament
See Independent Research section for procedures and regulations.
Old Testament

OT 500 Old Testament Foundations
Students demonstrate understanding of the major divisions of the Hebrew Scriptures: the Torah, the Prophets, and the Writings. They learn the basic types of genres through study of classic texts. Students also evidence comprehension of the Messianic promise as it is developed chronologically through the Old Testament. (3 hours)

OT 501 The Pentateuch
Students demonstrate understanding of Israel’s earliest history and the literature of the Pentateuch. They analyze the dynamics and structure of Hebrew narratives with attention given to final-form readings. (3 hours)

OT 502 The Prophets
Students demonstrate understanding of the message and background of the books of Amos, Hosea, Isaiah, Jeremiah, and Ezekiel, with attention given to final-form readings. They interpret selected passages from the prophetic corpus. (3 hours)

OT 505 Christology of the Old Testament
Students demonstrate understanding of Christ in the Old Testament utilizing the theological perspective of the New Testament. The study will focus upon a chronological approach reviewing each Old Testament book around the theme of Jesus the Messiah, as well as viewing the Old Testament through the model of the life of Christ. Students develop a project which reflects their personal study of Christ as revealed in the Scriptures that can be utilized in their ministry context. (3 hours)

OT 605 Psalter and Wisdom Literature
Students demonstrate understanding of the cultural and historical settings of the Wisdom corpus and the Psalter, understanding of the poetics of the literature and appreciation for biblical texts that evoke new meanings and worldviews for persons engaged in ministry today. They interpret selected passages from the Psalter and the Wisdom corpus. (3 hours)

OT 606 Hebrew Grammar
Students demonstrate understanding of elementary biblical Hebrew. They satisfactorily translate Hebrew exercises and build a vocabulary of Hebrew words that occur over 50 times in the Old Testament. (3 hours)

OT 607 Hebrew Exegesis
Students demonstrate understanding of the Hebrew Bible by translating selected discourses with the aid of a lexicon. Attention will be given to Hebrew grammar and syntax and their use in exegeting sections assigned from The Psalms and Isaiah. Prerequisite: OT 606 (3 hours)
OT 610 Genesis
Students demonstrate understanding of the book of Genesis, with special attention to narrative structures and canonical criticism. Students interpret selected passages from Genesis. *(3 hours)*

OT 612 Seminar in Holy Land Studies
Students demonstrate understanding of the history and geography of Israel and their influence on biblical interpretation. They will travel to Israel and study at the Jerusalem Center for Biblical Studies. *(3 hours)*

OT 613 Psalms
Students demonstrate understanding of the book of Psalms. They will do an expositional study of classic Psalms, examining different types of Psalms such as royal, lament, praise, and thanksgiving. Attention will also be given to Messianic Psalms and their New Testament Christological use and application. *(3 hours)*

OT 615 Isaiah
Students demonstrate understanding of the Book of Isaiah through an expositional study of Isaiah. Attention will be given to Isaiah 40-55 through a detailed analysis of these chapters, including the New Testament use and application of the Servant Songs in this section. *(3 hours)*

OT 621 Aramaic
Students demonstrate understanding of elementary biblical Aramaic. They learn basic Aramaic grammar and syntax and read selected texts in Daniel. *(3 hours)*

OT 718, 719 Independent Research in Old Testament
See Independent Research section for procedures and regulations.

**Theology**

TH 500 A Survey of Christian Theology
Students demonstrate an introductory understanding of the central teachings of the Christian faith (East and West). Through a theological framework of creation, fall, redemption, and eschaton, this brief survey will focus on special topics, including the sources and norms of Christian belief, the Trinity, the incarnation, humanity, sin, salvation, the Church, and the last things. Students also learn and practice theological thinking in regard to unity and diversity. *(3 hours)*

TH 560 Theology I
Students demonstrate understanding of systematic theology in providing a practical synthesis of Christian doctrine. This course builds upon the student’s understanding of the historical development of theology in relation to its biblical roots. The principle goal is to reflect upon the normative sources for theology, and apply those sources to affirmation and understanding of beliefs related to the nature and work of God, human nature, and the nature and effects of sin. Students will express their faith and understanding in a personal doctrinal statement. *(3 hours)*
TH/CH 643 Theology in the Context of History
Students examine the specific contexts and concerns of individuals throughout the history of Christianity and how they have influenced the articulation of particular doctrines. This research-oriented course traces the development and trajectory of theological ideas through the close reading of primary sources from a wide array of chronological periods and theological traditions. This course also qualifies as a church history course. (3 hours)

TH 661 Theology II
Students demonstrate understanding of the continuing study of Christian doctrine. Students study the work of theologians and form their own affirmations regarding the person and work of Jesus Christ, the ministry of the Holy Spirit, the Church and the consummation of all things in the kingdom of God. Students will continue to build their own personal doctrinal statement. Prerequisite: TH 560 (3 hours)

TH 664 Christian Ethics
Students demonstrate understanding of the nature of personal and corporate moral decision-making. They identify and evaluate methods of moral decision-making and scriptural models for moral deliberation. Various types of case studies are used to practice applying the methods to specific moral issues. (This is the capstone course for M.Div. students.) (3 hours)

TH 665 Pastoral Ethics
Students demonstrate understanding of moral issues that pastors and churches commonly encounter. They identify and evaluate biblically-grounded methods of moral deliberation and decision-making that may be applied to the moral dilemmas pastors and churches face. (3 hours)

TH 667 Religious Alternatives in American Culture
Students demonstrate understanding of contemporary trends in Christian theology and cultic movements. They identify and evaluate recent influences and developments in theology (including evangelical, catholic, process, liberation, third-world, and black theology). They deal apologetically with religious movements defined by their deviation from one or more tenets of the orthodox Christian tradition. (3 hours)

TH 668 Theological Themes in Scripture
Students demonstrate understanding of significant biblical-theological themes such as the nature of God, creation, the fall, the covenants, promise, kingdom, and messianic expectation as they are set forth and developed in their Old Testament contexts and subsequently apprehended and utilized by the New Testament authors. Attention will also be given to the important question of the relationship between the Testaments and its implications for contemporary theological reflection, spiritual formation, and application to ministry. (3 hours)

TH/CH 669 World Religions
Students demonstrate understanding of the twelve major world religions of the twenty-first century. They begin with the faiths that originated in South Asia (Hinduism, Jainism, Sikhism, Buddhism), continue with those of East Asia (Confucianism, Taoism, Shintoism), and conclude with those from West Asia (Zoroastrianism, Judaism, Christianity, Islam, and Baha’i). Attention will be given to history, values, lifestyles, and interaction with secular culture. (3 hours)
TH 670 Introduction to Philosophy for Theological Studies
Students demonstrate an introductory knowledge of the history, ideas, and figures of Western philosophical traditions, particularly as they inform the growth of the Christian tradition. Some themes to be examined include religious experience and language, the problem of evil, miracles, faith and reason, current discussions in philosophy, and the implications these important questions have for faith and life. (3 hours)

TH 671 Diversity and Unity in Evangelical Thought
Students demonstrate understanding of the diverse views held among evangelicals concerning various theological issues. They develop respect and appreciation for differing theological interpretations of distinct doctrines, while establishing their commitment to central beliefs of historic, orthodox Christianity. (3 hours)

TH 672 Worldviews, Perspectives, and Christianity
Students demonstrate an understanding of the concept of a worldview, identifying key features of prominent worldviews and new perspectives, both the religious and non-religious, learning to approach them responsibly and fairly, evaluating them from within the background of their own Christian tradition. Particular attention is paid to developing and articulating their own Christian worldview. (3 hours)

TH 673 Theology and Contemporary Literature
Students demonstrate an ability to identify and interpret the great literature of contemporary times and to find in it significant theological themes. Various novels, short stories, and poems will be discussed, seeking to understand the worldviews they embody and to determine how to respond to these issues from the vantage point of Evangelical Christianity. (3 hours)

TH 674 Evangelical Theology of Religions
Students demonstrate understanding of evangelical approaches to religious pluralism. They employ biblical, theological, historical, and missional sources and norms for analyzing this challenge to Christian theology and mission. Students comprehend and engage religious plurality, offering a credible response via an informed evangelical theology of religions. (3 hours)

TH 718, 719 Independent Research in Theology
See Independent Research section for procedures and regulations.
Winebrenner Theological Seminary  
2016-2017 GRADUATE ACADEMIC CALENDAR

**FALL TRIMESTER 2016**
- September 6: Foundations for Seminary Studies/Orientation  
  Online CLASSES BEGIN
- September 12: Monday Night CLASSES BEGIN
- September 13: Tuesday CLASSES BEGIN
- October 13-14: MAPT Foundations for Seminary Studies/Orientation
- October 14-16: Intensives
- November 22: Online CLASSES END
- November 24: Thanksgiving Day—NO CLASSES
- November 28: Monday CLASSES END
- November 29: Tuesday CLASSES END
- December 6: Final Grades Due in Registrar’s Office

**SPRING TRIMESTER 2017**
- January 3: Foundations for Seminary Studies/Orientation  
  Online CLASSES BEGIN
- January 9: Monday Night CLASSES BEGIN
- January 10: Tuesday CLASSES BEGIN
- January 16: Martin Luther King, Jr., Day—Administrative Offices Closed
  
  *See syllabi for course meeting dates*
- January 16-20: Week of Intensives at Pennsylvania Location
- March 21: Online CLASSES END
- March 28: Tuesday CLASSES END
- April 3: Monday CLASSES END
- April 10: Final Grades Due in Registrar’s Office

**SUMMER TRIMESTER 2017**
- May 2: Foundations for Seminary Studies/Orientation  
  Online CLASSES BEGIN
- May 8: Monday Night CLASSES BEGIN
- May 9: Tuesday CLASSES BEGIN
- May 29: Memorial Day—NO CLASSES
- July 4: Independence Day—NO CLASSES
- July 25: Online CLASSES END
- July 31: Monday CLASSES END
- August 1: Tuesday CLASSES END
- August 8: Final Grades Due in Registrar’s Office

**August 5**: Commencement

Revised 2/25/2016
GENERAL ACADEMIC INFORMATION
FOR DEGREE PROGRAMS

ADMISSIONS

Admission Policy
Winebrenner Theological Seminary’s admission policy does not permit discrimination on the basis of race, color, national or ethnic origin, gender, handicap, age, or denominational affiliation.

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

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

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

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

Transfer Credit and Advanced Standing
Students from approved seminaries or schools offering ministerial or religious studies at the graduate level will receive appropriate credit for satisfactory work (where the grade assigned was a B- or better), with an appeal to the Academic Dean for advanced standing in the program. All transfer students are required to complete an interview with the Registrar to review the student’s curriculum plan. One full-time academic year of coursework must be completed at WTS to receive a degree.

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

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

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

- A failing grade will exclude the applicant from reduction.
- A passing grade will reduce the program by the credit hour value of the course.
- A passing with remediation grade may be awarded where an applicant demonstrates significant skill but requires some additional work to receive full reduction of the program hours. In the event of a pass with remediation the professor of record for the exam will design an appropriate assignment or course of study and will meet with the student to manage the remediation. Upon successful completion of the remediation the applicant will be awarded a passing grade and the program hours will be reduced by the credit hour value of the course.

All requests for advanced standing are evaluated by the Office of the Academic Dean on a case-by-case basis.

**Additional Admission Options**

*Admission without Baccalaureate Degree*

The Seminary occasionally registers for classes in its graduate programs students who have not completed an undergraduate degree. As many as 15% of the students in professional degree programs (M.Div., MAFM, or MAPT) may be admitted without a baccalaureate degree. This exception is limited to persons who give evidence that they will satisfactorily complete the academic requirements for the degree, as evidenced by successful completion of college-level courses in each of the following six areas: English composition, speech, history, critical thinking, psychology or sociology, and computer competency. Such applicants will complete a bachelor’s equivalency checklist to provide data for review by the Registrar, and are required to complete an interview with the Registrar and another member of the Admissions Committee to evaluate the student’s readiness for graduate theological education. Each student’s situation will be evaluated on a case-by-case basis to verify the educational equivalency of their degree programs and other academic work. If admitted, these students are expected to complete their degree program in a timely fashion in order to comply with Financial Aid and Satisfactory Academic Progress (FASAP) standards as they pertain to financial aid issues. All students admitted without a baccalaureate degree will be admitted on probation, which will be rescinded after completion of
20 hours of study with a cumulative grade point average (GPA) of 2.5 or higher (3.0 for MACC students), and will be required to meet individually with the Student Academic Support Coordinator to help ensure his or her success in the program.

**Admission with Unaccredited Baccalaureate Degrees**

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 and another member of the Admissions Committee to review the material on their official transcripts, and may be admitted under the 15% Exemption Status. Each student’s situation will be evaluated on a case-by-case basis to verify the educational equivalency of their degree programs and other academic work. All students admitted in this manner will be admitted on probation, which will be rescinded after completion of 20 hours of study with a cumulative GPA of 2.5 or higher (3.0 for MACC students), and will be required to meet individually with the Student Academic Support Coordinator to help ensure his or her success in the program.

**D.Min. Admission without M.Div. Degree**

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

**Conditional Status**

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

**Limited Graduate Student**

Persons not enrolled in a degree program and who have a minimum cumulative undergraduate GPA of 2.5 may register for up to five courses in the M.Div., MAFM, MAPT, and MA(TS) curriculum. To be admitted as a Limited Graduate Student, the applicant must submit an application, and have sent directly to the Admissions Office an official transcript indicating that he or she holds an accredited bachelor’s degree. (Applicants with an undergraduate GPA below 2.5 may be accepted on probationary status, as explained below.)
Visiting Student
A person wishing to study at WTS while enrolled at another accredited institution must submit an application and application fee along with a letter from the Academic Dean from his or her home school, indicating that he or she is a student in good standing. The letter must also indicate that courses completed at WTS will be acceptable at his or her current institution.

Background Check Policy
In order to enhance the health, safety, and security of students, faculty, and staff of WTS, all students in degree programs where supervision in an external setting is required shall submit to a background check.

The Office of the Academic Dean is responsible for the implementation of this policy. All records obtained as a result of a background search will be held in strict confidence, and may be maintained in secure files in an office determined by the Academic Dean. The full policy may be viewed in the Student Resources Organization on Blackboard.

Probationary Admission Status
Persons applying to a master’s degree program with an undergraduate GPA lower than 2.5 (3.0 for MACC students) will be required to meet with the Registrar and another member of the Admissions Committee prior to the Committee’s decision of whether or not to admit the applicant. Persons who are admitted will be automatically admitted on probation. This status will be removed after the student completes 20 hours of study with a cumulative GPA of 2.5 or higher (3.0 for MACC students).

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

1. Applicants need to have completed a secondary level education and a bachelor’s degree program. Official copies (not photocopies) of transcripts must be submitted to the Admissions Office.
2. Complete a WTS application.
3. Demonstrate English Language competency by any of the following:
   a. TOEFL score of 550 on the paper test, 213 on the computer-based test, or 80 on the Internet-based test (20 or better in speaking and 20 or better in writing).
   b. IELTS score of 6.5 (with no single band below 6.5).
   c. Successful completion of the Intensive English Language program at The University of Findlay or a similar program.
   d. English is the student’s native language or the student has earned a degree in an English speaking school.
4. Adequate financial support will need to be verified, stating adequate provision for the student’s living and educational expenses (books, fees, medical insurance, and computer accessibility), approximately $27,000 per year, during their enrollment at
WTS. Proof is required by the U.S. Government in order to ensure that during a student’s stay in the U.S., he or she will be able to live and have their minimum needs met. WTS calculates yearly the funds required for financial support. A Statement of Financial Support, signed by both the applicant and sponsor, and a bank statement (from the student’s bank or the sponsor’s bank) must be submitted. Students with F2 dependents must provide evidence for an additional $2000 per dependent annually.

5. An official letter of recommendation is required from the sending agency, denominational judicatory, or church stating their endorsement of the student’s demonstrated call and qualification for professional Christian ministry and the intended placement, goals, and purpose for educating the student for continued Christian ministry in their appropriate field of Christian ministry.

6. WTS will issue an I-20 form to the student upon acceptance to the Seminary, which will enable the student to apply for an F1 Visa at their local American Embassy. During their stay in the United States, and upon graduation from the Seminary, students must abide by the provisions of their immigration status.

7. Four half-tuition scholarships are available for international students in all graduate level programs. Upon successful admission to WTS, if a scholarship is available at the time, it will be awarded to the student for the duration of their program. If a scholarship is not available at the time of admission, the student may be awarded one in the future on a first come, first served basis. The student’s total scholarship and waivers from WTS may not exceed more than 50% of the tuition rate in order to be eligible. Students placed on academic probation could lose scholarship eligibility. To continue to receive the scholarship, the student must submit an appeal letter to the Financial Aid Office within 30 days of being placed on probation. The Financial Aid Committee will notify the student of their decision within 30 days. Approved appeals will allow the student to continue receiving the scholarship; denied appeals would result in the loss of the scholarship for succeeding terms.

8. Upon arrival at WTS each student is encouraged to find a support system within a local church that can provide a mentor, service opportunities, and emotional, social, and spiritual support.

9. Students are responsible for securing their own room and board, transportation, and other needs as well as maintaining complete medical insurance coverage during their enrollment at WTS.

10. Additional requirements or adjustments to these guidelines may be made by the Admissions Committee on a case-by-case basis.

Policy updated July 24, 2015

TECHNOLOGY STANDARDS

Computer Policy
All students enrolled in all programs at WTS are required to have a desktop or laptop computer (or a tablet with the same capabilities as a laptop computer) available to them for work at home. Further, students may bring with them to class a laptop or tablet with the same capabilities as a laptop. Student computers must be compatible with Microsoft Office and have the ability to connect to the Internet.
Acceptable utilization of laptop computers or tablets in the classroom during any class is for note-taking and directly-related course activities only. Unacceptable usage during class time includes e-mail, Internet, games, messaging, and other activities not directly related to the course. Violations may result in disciplinary action.

All students are required to have up-to-date anti-virus software, anti-spyware software, and up-to-date operating system security patches and updates. **Effective 5/2014**

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

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

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

Students should be aware that at their first login to the UFNet system they will be presented with an UFNet Account Agreement. All student usage of the Internet on campus is guided by this agreement. A copy may be viewed at [http://www.findlay.edu/Offices/InformationTechnology/UFNet-Account-Agreement](http://www.findlay.edu/Offices/InformationTechnology/UFNet-Account-Agreement).

For wireless connectivity, the student’s computer must have a wireless network card (802.11 b/g). Installation instructions are available at Technology Request Live (TRL) – Open Arena (technology support provided to all students at the beginning of the academic year). After TRL – Open Arena support is available at Technology Support Services at the Knowledge Bar in Shafer Library, 419-434-4357.

Students are asked to install Mozilla Firefox as the required web browser. (Blackboard and UFNet may not work correctly with other browsers such as Internet Explorer or Google Chrome.) This free web browser is available for download at: [http://www.mozilla.org/en-US/firefox/new/](http://www.mozilla.org/en-US/firefox/new/).

**Computer Hardware** – Computer Minimums and Recommendations
The following are the minimum and recommended configurations for both Windows-based and Mac personal computers. If the computer does not have at least the minimum configuration, it will most likely not connect successfully to the UF network.
**Minimum Configurations for Windows-Based Personal Computers:**

- Pentium 4, Pentium M or AMD equivalent
- 1 GB RAM
- Window XP SP3* or beyond
- Wired Ethernet adapter
  
  *SP denotes the “Service Pack” operating system update available from Microsoft.

**Recommended Configurations for Windows-Based Personal Computers:**

- Intel i5 Processor or AMD equivalent
- 4 GB RAM
- Wired Ethernet adapter
- Windows 7 or later
- Wireless 802.11b/g/n compatible OR
- Ethernet network interface card and Ethernet cable (7’ length)

**Minimum Configurations for Macintosh Personal Computers:**

- Intel-Based Mac
- 1 GB RAM
- Mac OS System 10.6 or higher (64-bit)
- Wired Ethernet adapter

**Recommended Configurations for Macintosh Personal Computers:**

- Intel i5 Processor
- 4 GB RAM
- Mac OS System 10.8
- Wireless 802.11b/g/n compatible OR
- Ethernet network interface card (NIC) and Ethernet cable (7’ length)

For laptops (Windows or Macintosh) without the above recommended wireless configurations, the wired capability is recommended for use when doing work in Shafer Library.

Currently the UF uses Dell and Apple computers which students are eligible to purchase at special rates from these two companies. Students are NOT required to purchase from either of these two companies but are required to follow computer guidelines above for their computer to work with the UF network.

**Cell Phone Usage**

Cell phones are an unnecessary distraction in the classroom. Students should place their cell phones on silent and should not make or receive calls, view or respond to text messages, or use social media sites during class unless there are extenuating circumstances, such as for an on-call medical professional, in which case the instructor should be notified prior to class that an interruption may take place. Violations may result in disciplinary action. This courtesy is a means of supporting and enhancing mutual respect in the Seminary community.
Under no circumstances should cell phones be used to complete homework or create papers for courses.

**ACADEMIC STANDARDS**

**Credit Hour Definition**
WTS awards one credit hour for 12 hours of actual class engagement and an additional 24 hours of student work outside the classroom setting which may include but are not limited to reading, research, written assignments, and other academic exercises deemed appropriate to the subject matter. Additional hours may also include practical ministry assignments which are directly related to the subject matter of the course. Revised 2012

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

- **Three Credit Hour Courses** will include 12 weeks of classroom instruction, each session of which is three hours of direct contact time. An additional six hours minimum of student work outside of the classroom setting is expected per week.
- **Hybrid Courses (including IS series)** use a variety of non-traditional delivery methods. In general, these courses may take place over a single or multiple trimester timeframe and will include some combination of intensives, practica, seminar or cohort time, one-on-one instruction with a professor, or independent research. Each hybrid course will demonstrate equivalence to the per credit hour workload of any credit-bearing course. Intensive courses will have schedules that reflect the unique setting and delivery. Due to the intensive nature of these courses, the student will have pre-course assignments, assignments to be completed during intensive period, and also assignments due after the intensive period. These assignments and other course preparation will be equivalent to the work required to complete a classroom-based three credit hour course.
- **Three Credit Online Courses** will take place over a 12-week instructional schedule and will include course content equivalent to three hours of classroom instructional time per week. An additional six hours minimum of student work outside the classroom setting is anticipated in an online course per week.
- **D.Min. Intensive Week Courses** take place twice per year in January and July. Students meet with professors and other students during two specific courses; there is a morning seminar, and in the afternoon students meet to focus on their writing/research project. Each seminar is based upon two credit hours. Faculty and students each bring academic and practical knowledge to the discussion. While professors shape the seminar design and provide class leadership, students are free to discuss, interact, and share, creating a positive learning environment and experience. Students will take a total of eight courses. Each course, in direct contact time and pre- and post-seminar assignments, will carry a workload equivalent to 24 classroom contact hours and 48 student work hours.
Online Course Limits
Students are limited in the number of online courses they may take. In the MAPT program, which is approved as a distance education program, students may take up to half of their required coursework online. MACC students may only take religious heritage courses online. Students in other programs may only take 49% of their program in online offerings, including transfer credits.

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

Classroom Status
All individuals attending classes on a regular basis are to have a designated status and pay any appropriate fees. This is in the interest of accountability, security, and liability. In general, students are enrolled as program students, limited graduate students (up to five courses), or as auditors. While a student may, upon permission from the instructor, bring a family member or other guest to a single class, those attending more than one class are required to have a status.

Audit of Courses
Persons who want the opportunity to take one or more courses per trimester but have no interest in earning seminary credit or a degree may apply as auditors. An auditor may participate in all class functions but will not be held accountable for tests or assignments, nor will the auditor receive a grade or credit. To enroll as an auditor, students must submit an application. A bachelor’s degree may not be required. The Seminary reserves the right to limit the number of auditors in any course, or to close some courses to auditors.

Persons enrolled in a degree program may audit up to five courses. Before registration is permitted in a sixth audited course, the program student will be invited to discuss their degree completion progress with the Office of the Academic Dean to determine the appropriateness of the program student designation. The student’s program status may be changed to limited graduate or auditor if there is no stated intent to pursue a program.

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

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

**A** Superior student performance in relation to course goals, objectives, and requirements.

**B** Good student performance in relation to course goals, objectives, and requirements.

**C** Marginal student performance in relation to course goals, objectives, and requirements.

**F** Student did not meet the necessary requirements of the course. Course must be retaken.

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

**Grading Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Equivalent GPA</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>3.67</td>
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<td>B+</td>
<td>3.33</td>
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<tr>
<td>B</td>
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<td>C+</td>
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<td>1.67</td>
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<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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

**Repetition of Courses**

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

**Academic Probation and Dismissal**

Students whose cumulative GPA falls below 2.5 will immediately be placed on academic probation and informed of such action by the Academic Dean once grades are posted. MACC and D.Min. students must maintain a 3.0 cumulative GPA. Students placed on academic probation are ineligible for Seminary or federal aid. Students whose cumulative GPA fall below 2.0 may be subject to academic dismissal. A student who is on academic probation for two consecutive trimesters or three total trimesters may be dismissed from the Seminary. Students dismissed for unsatisfactory academic progress may request readmission after a period of one year. Concurrence by vote of the fall faculty is needed for readmission.

**Registration for Courses**

Students are expected to register for courses online via WebConnect during the official registration period of the Seminary. The Registrar e-mails registration materials to students prior to the registration period. All outstanding balances must be paid prior to registration for a new term.
Continuing and returning students who do not register by the cut-off date shown below will be assessed a $50 Late Registration Fee:

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

**Changes in Registration, Additions, and Withdrawal**

Changes in registration and adjustments of the student’s academic schedule must be approved by the Registrar. Courses may not be added after the first class session. Courses dropped after the first session will be recorded as withdrew passing (WP) or withdrew failing (WF).

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

**Time Limits for Completion of Master’s Degrees**

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

**Exit Interview**

Students who for any reason consider withdrawing from WTS need to schedule an appointment with the Academic Dean. Following the meeting, formal withdrawal procedures are to be completed. The withdrawal is not effective until final settlements with the Business Office and Financial Aid Office have been made.

**Academic Schedule**

Each student will be provided a schedule of courses offered each trimester, listing course titles, instructors’ names, and day and hour for each class meeting. Official interruptions of the class schedule for holidays, church meetings, and other recognized educational opportunities will be only for those days approved by the faculty and so listed in the Seminary calendar.
Ethical Research – WTS Institutional Review Board
As part of our call to “serve God’s mission of reconciliation in changing the world by preparing servant leaders of the Lord Jesus Christ for effective ministry in the Church and the world,” WTS places a high value on the ethical treatment of all people. This necessarily includes even the most basic research, done by faculty and seminarians, which utilizes human beings as part of the research process. We believe all persons are created in the image of God and must be treated with kindness, love, and dignity. We also are fully aware that humanity has fallen from the perfect image and plan God had for us, and therefore we must guard against our human tendency to mistreat one another—even if unintentionally.

Research work through WTS will maintain the highest ethical standards in order to protect the dignity and privacy of the human beings who serve as the subjects of our scholarly research and academic preparation. Guidelines that govern all seminary research involving human subjects, created by the Office of the Academic Dean, may be found in the Institutional Review Board Organization on Blackboard.

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

Dishonestly includes but is not limited to copying from another’s examination paper; allowing another to copy from one’s own examination; giving or receiving inappropriate aid on a take-home examination; misuse of copyrighted materials; misappropriation of research materials; or submission of the same work product in more than one course without permission of the instructors.
Plagiarism is the passing off of another's ideas or writings as one's own. Plagiarism can be avoided by appropriately acknowledging the work of others either in footnotes, quotations, or by oral recognition in an oral presentation.

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

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

Conflict Resolution

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

Conflict Between Students
The WTS community recognizes that conflict will occur and encourages students and faculty to address these issues from a Christian perspective that is based upon Matthew 18:15-35 and Galatians 6:1-10. If a conflict occurs between students, the concerned person should first contact the other party of the conflict. If the issue cannot be resolved independently, the involved parties should contact the Student Academic Support Coordinator for arbitration. The Academic Dean will be apprised and may offer additional support.

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

1. The resolution of any conflict should begin with consulting directly with the faculty member or person with responsibility for the disputed issue. If desired by any party, the Student Academic Support Coordinator may be asked to participate as a neutral observer.

2. If the problem remains unresolved, the Academic Dean should be contacted to process the issue.
Classroom Standards

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

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

Late Work, Class Absences, Tardiness, and Extensions

Late Work During the Term. A student who submits assigned written work late during the trimester, when the lateness is not due to a serious illness or death of a family member, will have his or her grade on such late work reduced 10% for each week’s lateness. This same policy will also apply to scheduled examinations or tests. Students may petition the Academic Dean in writing for an exception to this policy.

Absence from Class(es). Regular attendance of classes is an integral part of successful learning. Seminary students are training to be professionals responsible for the welfare of others, whether in ministry vocations, academic settings, or counseling situations; class attendance and participation are necessary in order to evaluate the student’s preparedness and, therefore, constitute a portion of the student’s final course grade.

Students should arrive on time and stay for the duration of each class session. Only one excused absence is acceptable in any given course including those offered online, and absences are normally only considered excused in cases of emergencies, illness, or death in the family. It is the student’s responsibility to notify the instructor and arrange for make-up work immediately after an absence occurs. Likewise, if a student knows in advance that he or she will miss class, it is the responsibility of the student to inform the instructor as soon as possible before the absence and to arrange for make-up work.
If a student misses more than three hours of class, the instructor will report the matter to the Student Academic Support Coordinator who will counsel the student. One or more of the following actions may be taken:

1. The student will be required to do additional work.
2. The student will receive a lower grade.
3. The student will withdraw from the class (with appropriate academic and financial consequences).
4. The student will be otherwise penalized, as determined by the instructor in consultation with the Academic Dean.
5. It is the student’s responsibility to make arrangements for receiving the make-up assignments and to complete the work within 14 calendar days from his or her return to class. If the make-up work is not completed within the allotted time, the student’s course grade will be reduced according to the policy for late work or the student may be involuntarily withdrawn (WP or WF) from the course.

In cases of extenuating circumstances such as the prolonged illness of the student, the spouse, or child, and upon written petition and recommendation by the Academic Dean, the professor may grant additional excused absences if the student performs sufficient make-up work, which is determined solely at the discretion of the professor. In such cases, students may also apply for a course extension (see Extension Request Policy) which, if approved, grants the student four additional weeks at the conclusion of the term in which to complete their work.

If absences are due to a federal agency deployment, the appropriate policy will be applied to the absence (see below).

**Tardiness.** Students arriving late for class or leaving early are disruptive. Faculty monitors tardiness and will counsel those who arrive more than 15 minutes late habitually, and will refer the student for academic guidance with the Student Academic Support Coordinator. Ongoing incidents or occurrences in other classes will result in appraisal of the Academic Dean and subsequent consequences.

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

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

D.Min. students will not be able to register for their next DM 880 section until the previous section has been graded. Students who receive an F for a course will need to retake the course in order to receive a passing grade.

Coursework

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

Textbooks
Students are responsible for acquiring their own textbooks from a source such as Amazon (which offers free shipping and discounts for students), CBD, or a local book retailer. Textbooks should be purchased before the first class meeting, as preliminary assignments are typical in graduate studies. The list of texts for each course is found in the individual course syllabus and should be ordered by the listed International Standard Book Number (ISBN).

Writing Style Formats
WTS has two official writing styles for all papers submitted to the faculty for grading.

1. Kate L. Turabian’s *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition, is the standard format for all papers in all degree programs except the MACC (M.Div., MAFM, MAPT, MA[TS], D.Min., and PTI). Of the two methods of source citation found in Turabian, WTS utilizes the Notes-Bibliography Style.

2. The *Publication Manual of the American Psychological Association*, 6th edition, is the standard format for all papers in the MACC degree program.

Students should familiarize themselves with their respective writing style and adhere to the required patterns. “Sample Papers,” one for the APA Style and another for the Turabian Style, are available to all students via the Blackboard WTS Student Resources Organization page.

A writing style rubric utilized by faculty in evaluating student understanding and utilization of their particular program’s writing style follows as Appendix A. Although the rubric seems exhaustive, it only covers writing style (formatting, grammar, and citations) which accounts for only 10% of any paper’s final grade.

It should be noted that instructors utilize a wide variety of rubrics for grading other aspects of a paper. These rubrics look at the other 90% of a paper, including required content, quality of content, planning, organization, coherence, requirements for inclusion, specified sources, use of an outline, failure to cite or over-abundance of citations, requirements for typing, required headings and sub-headings, timeline of submission, plagiarism, etc.
**Course Evaluations**
All students are required at the end of every term to complete an electronic course evaluation for each course in which they were enrolled; directions for completion on Blackboard will be sent at the end of the term. The data from course evaluations is anonymous and is compiled by the Student Academic Support Coordinator before being provided to professors and administrators.

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

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

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

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

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

- Students who have achieved a 2.5 GPA or better and who have successfully completed 30 credit hours of coursework are eligible for a directed study.
- Credit hours of directed study in a degree program may not exceed 10% of the total credits required for graduation.
• It is understood that some courses are not suitable for directed study. All directed studies are at the discretion of the Academic Dean, Registrar, and the instructor.
• Students requiring a directed study format for a regularly scheduled course will request a Directed Study Form from the Registrar explaining the unusual circumstances requiring the directed study delivery format. The petitioning student may request a particular individual to serve as instructor, though that is not a guarantee of who will ultimately teach the directed study.
• The Academic Dean, in consultation with the Program Director, assigns the professor for the directed study course, and the student is notified of such action.
• Due to the unique nature of each directed study, registration cannot be completed using WebConnect. If approved by both the Academic Dean and the Registrar, the Registrar will register the student.
• Periodic personal consultations between the student and the instructor are held throughout the trimester. The student is responsible for making initial contact with the professor, who will serve as the instructor and evaluator of the directed study course.
• The amount and quality of academic work required must be equivalent to the credit hour policy requirement for the course being replaced.
• The directed study is to be completed during the stated trimester time frame. Grades will be due at the same time as classroom course grades.

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

Revised 2016

Master’s Programs Progress Review
The progress review occurs at the midpoint of a student’s program of study (24 hours in the MAFM and MA[TS], 30 hours in the MAPT, and 40 hours in the M.Div.; MACC students are reviewed according to a different procedure prior to Practicum [see MACC section for details]). The student will meet with a designated manual of reviewers and will discuss their personal and ministerial goals at this program mid-point. These goals, and other measures of the student’s progress, such as academic success, growth in personal formation, and ability to meet program expectations, will be reviewed. Successful completion of the progress review is a requirement for graduation. The interviewers will assign one of three designations upon completion of the interview:

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

If the student is assigned a *Pass*, he or she will receive a letter from the Office of the Academic Dean indicating successful completion of this requirement for graduation.
If the student is assigned a \textit{Pass with Notification}, he or she receives a letter from the Office of the Academic Dean indicating the designation and requiring the student to schedule an interview with the Academic Dean to discuss areas of concern. In addition:

- The student will continue in his or her program of study and receive internal Seminary resources to support their areas of needed growth.
- The faculty will be notified of the areas of concern and will participate in assisting the Office of the Academic Dean in monitoring improvement in areas of concern.
- Lack of improvement in areas of concern will result in the Office of the Academic Dean making a determination about the ability of the student to continue in the program.

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

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

\textit{Approved 11/19/2013}

\textbf{Policy for Students Experiencing a Federal Agency Required Deployment}

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

\textit{The student will:}

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

\textit{The professor will:}

- Verify the deployment by viewing the official notice or identification card.
- Provide an automatic 14-day extension to the student’s coursework.
- Not make any deduction for missed course dates or Blackboard sessions.
- Make arrangements for the student to take any tests or quizzes missed as a result of deployment.
- Adjust assignment dates in a fashion appropriate to the number of days missed.
- Notify the Office of the Registrar or a deployment extension in order to extend the due date for the student’s final grade.
In the event of a federal agency required deployment of more than 14 days:

The student will:
- Advise the course professor(s) and the Office of the Registrar by e-mail or in writing of the anticipated deployment and duration of same.
- Provide a copy of the official deployment notice to the Registrar.

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

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

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

Generally there is no employment offered to students on campus. However, a variety of job openings are posted on the Ministry Opportunity site on the WTS webpage. In addition, the Seminary occasionally invites students to serve as graduate student assistants, based on the rationale found below.

Graduate Student Assistantships
- WTS faculty and students benefit one another and the Seminary as they engage in collaborative research projects and teaching assignments.
- Research and reflection nurture the vision of academic excellence and critical thinking in the Seminary and our sphere of influence.
- Research and writing expand the theological and clinical inquiry, network, and stature of the Seminary, and provide incentives for faculty and graduate students to achieve higher levels of proficiency within their fields of inquiry.
- Student aid funds are earmarked for student assistantships.
• All graduate assistantships range from 10 to 20 hours per week for a 12-week trimester. Although there may be weekly variation in the workload of a graduate assistant, the workload should not be too heavy or too light in any week. For example, there should be no week where the GSA is expected to work more than 25 hours. Similarly, extreme underuse (less than 5 hours a week) of GSA work provides evidence that GSA resources may merit re-allocation by the Academic Dean.

WTS offers two opportunities for graduate student assistantships (GSAs): traditional GSAs and entry GSAs.

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

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

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

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

Nine credits of Occasional GSAs are available in each academic year. A student may complete two GSAs total in their program of study.

**Entry GSA**
An incoming student approved for a renewable GSA may receive three consecutive trimesters of GSAs. A total of nine credits of renewable GSAs with equivalent tuition relief are available in any academic year; continuing eligibility is based on the GSA remaining in good standing in matters of academic integrity and GPA.

Faculty will create a posting for a desired GSA, including a description of the role the GSA will have, typically research and/or teaching. If the student will assist with a specific course, it should
be noted. The faculty member should also indicate the preferred characteristics of the desired GSA. For example: familiar with Biblical Greek, good technological skills, able to assist with library research, etc.

Postings will be submitted by June 1 and made available to potential incoming GSAs by June 15. Applications will be received by the Office of the Academic Dean until July 1. All GSA applicants must also be admitted to a WTS program in order to receive a renewable GSA offer. Eligible candidates will be notified after they have been admitted. All renewable GSAs will begin in the fall trimester.

Criteria for renewable GSAs are incoming students who: (1) have received an A grade in the same subject-matter course or its equivalent at the undergraduate or graduate level before coming to WTS; (2) show an aptitude for research and/or teaching; (3) have been approved by the Office of the Academic Dean; and (4) have a GPA of 3.7 or better upon admission to WTS.

An incoming student approved for a renewable GSA may receive three consecutive trimesters of GSA. A total of nine credits of renewable GSA are available in any academic year for renewable GSAs.

FINANCIAL INFORMATION

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

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

2016-2017 Tuition
- Doctor of Ministry courses, $551/credit hour
- Master’s level courses, $525/credit hour
- PTI courses, $210/credit hour

Mandatory Fees
- Application fee (non-refundable), $30
- Profiles of Ministry for entering students, $80
- Audit fees, $150/course
- Course replacement fee, $75/course
- Change of course status fee, $30
- Drop fee (per course after 1st session), $30
  (Foundations for Seminary Studies course dropped after attending the day’s session will result in the audit fee and change of status fee being charged)
- General Service fee, $142/trimester
- Graduation fee, $130
- Late registration fee, $50/trimester
- No show fee, $50/course
- Transcript fee, $6

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

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

Payment of Tuition and Fees
Tuition and fees for each term are due prior to the first day of class. A deferred payment plan may be arranged with the Business Office, which allows a minimum payment of 25% of assessed fees paid prior to the first day of classes, 50% of the balance paid prior to final exams. All accounts must be paid-in-full by the end of the term. Unpaid accounts will accrue a 0.5% monthly finance charge. Students having outstanding obligations to the Business Office or library are not permitted to register for a new term of study until outstanding balances are paid. To avoid late registration fees, student accounts should be paid in full prior to mid-July for fall registration, mid-November for spring registration, and mid-March for summer registration.

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

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

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

**Twelve-Week Courses:**
- Withdrawal before session three – 85%
- Withdrawal before session four – 70%
- Withdrawal before session five – 55%
- Withdrawal after session five – no refund
  
  Any withdrawal from class after 1st session will cause a $30 drop fee.

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

**One-Week Intensives:**
- Withdrawal before day two – 80%
- Withdrawal before day three – 60%
- Withdrawal after day three – no refund
  
  Any withdrawal from class after 1st session will cause a $30 drop fee.

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

**Other Formats:**
- Withdrawal with 25% of course sessions complete – 85%
- Withdrawal with 33% of course sessions complete – 70%
- Withdrawal with less than 50% of course sessions complete – 55%
- Withdrawal with more than 50% of course sessions complete – no refund
  
  Any withdrawal from class after 1st session will cause a $30 drop fee.

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

**IS 510 Foundations for Seminary Studies Course:**

Students who participate in this course and subsequently drop without submitting the assigned reflection paper will have their status in the course changed to audit. A $30 Change of Status Fee will be assessed and the student will be charged appropriate audit tuition.
Independent Research and Directed Study Courses:
15% reduction in refund per week or day. After week or day four – no refund. Any withdrawal after week or day one will cause a $30 drop fee.

Bad Debt Policy
When a person is no longer registered as a student, they will have three months after the registered term to pay their account in full. At the end of that time they will receive a letter reminding them of the past-due balance and that the account may be turned over to a collection agency after two additional months.

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

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

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

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

To apply for grant-in-aid, students must complete annually the Free Application for Federal Student Aid (FAFSA) or a renewal FAFSA. The form is available from the Financial Aid Office, area high schools, or online at www.fafsa.ed.gov (WTS’ school code is G04060).

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

Federal Direct Loans
A graduate student who is a United States citizen or permanent resident can borrow up to $20,500 per year. Interest begins to accrue immediately and the student is responsible for interest payments while in school, but is not required to begin repayment of the loan until six months after graduation. Payment may begin prematurely if enrollment drops below half-time status. The interest rate for an unsubsidized Federal Direct Loan is variable, capped at 8.25%.
To apply for an unsubsidized Federal Direct Loan, students must annually complete the Free Application for Federal Student Aid (FAFSA) or a renewal FAFSA. The form is available from the Financial Aid Office, area high schools, or online at www.fafsa.ed.gov (WTS’ school code is G04060). The annual application deadline for continuing and returning students is July 1 for the upcoming academic year.

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

**School Loan Counseling Policy**

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

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

**Satisfactory Academic Progress (SAP) Policy**

According to federal regulations, all schools that administer Title IV funds must monitor the academic progress of students receiving federal aid to determine whether those students are progressing in a satisfactory manner toward the completion of a degree. Due to changes in federal regulations effective July 1, 2011, that progress must be measured in both qualitative (grade point average) and quantitative (pace and maximum timeframe) components. This monitoring process policy is called the Satisfactory Academic Progress Policy, or more commonly referred to as SAP.

It is important to note that Financial Aid SAP differs from Academic SAP. Academic SAP policy monitors a student’s good standing within the Seminary and whether a student is eligible for graduation. The Academic Dean is responsible for creating and monitoring the Academic SAP. All students matriculating at WTS are subject to the Academic SAP. The Financial Aid SAP is governed by federal regulation and is used to monitor a student’s eligibility to receive Title IV funds. The Financial Aid Office is responsible for monitoring the Financial Aid SAP policy. Only students receiving Title IV funds are subject to the Financial Aid SAP policy. Federal regulations require the Financial Aid SAP policy to be equal to or stricter than the school’s graduation requirement. Therefore, it is possible for a student to remain in good standing with the Seminary’s Academic SAP policy yet fail to meet the standards required by the Financial Aid SAP policy.

**Qualitative**

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

- M.Div. 2.5
- MA in Clinical Counseling 3.0
- MA in Family Ministry 2.5
- MA in Practical Theology 2.5
- MA (Theological Studies) 2.5
This standard is referred to as the qualitative component of the SAP policy. This policy applies to all federal loan recipients. Scholarships are awarded at the discretion of the Financial Aid Committee and may be withdrawn if the student does not meet this SAP policy.

**Quantitative**

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

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

<table>
<thead>
<tr>
<th>1st Year Students</th>
<th>Completed &lt; 24 credit hrs</th>
<th>(Must complete) pace 50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Year Students</td>
<td>Completed 24 – 47 credit hrs</td>
<td>(Must complete) pace 60%</td>
</tr>
<tr>
<td>3rd Year + Students</td>
<td>Completed 48 &gt; credit hrs</td>
<td>(Must complete) pace 70%</td>
</tr>
</tbody>
</table>

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

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

- The **Master of Divinity** degree must be completed within 4.5 years with a minimum of 20 credit hours of enrollment completed during each of the first four years. All remaining credit hours required for degree must be successfully completed within the last half-year.
- The **Master of Arts in Clinical Counseling** degree must be completed within three years with a minimum of 24 credit hours of enrollment completed during each of the first two years. All remaining credit hours required for degree must be successfully completed within the third year.
- The **Master of Arts in Family Ministry** degree must be completed within three years with a minimum of 16 credit hours of enrollment completed during each of the three years.
- The **Master of Arts in Practical Theology** degree must be completed within six years with a minimum of 10 credit hours of enrollment completed during each of the first five years. All remaining credit hours required for the degree must be successfully completed within the sixth year.

**Monitoring Progress**
The Financial Aid Office conducts reviews if all SAP components of all applicants for financial aid after grades are submitted each trimester and before aid is disbursed for the following trimester. The assessment is based on the student’s entire academic record. All of a student’s academic
coursework is considered in the review process, without regard to whether or not the student received financial aid for all of the trimesters enrolled. Admission to WTS or maintaining good academic standing as defined by the individual graduate programs does not necessarily constitute maintaining SAP for financial aid purposes.

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

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

Appeal Decisions and Financial Aid Probation
If the student’s appeal is granted, the student will be placed on Financial Aid Probation and given an academic plan that, if followed, will ensure the student’s ability to meet SAP requirements within a specified period of time. During this probationary period the student may continue to receive financial aid. If the student does not meet SAP standards after the end of the probationary period, the student is determined to be ineligible for current and future Title IV aid until the student completes additional coursework sufficient to return to good standing.
Financial Aid Eligibility When Obtaining Additional Concentrations and Degrees
In order to be eligible for federal student loans, a student must be seeking a degree. A WTS graduate may receive federal student loans for the pursuit of a second degree, provided the student has met SAP standards in pursuit of the first degree.

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

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

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

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

Exit Counseling after Withdrawal
After withdrawal from WTS, a student must complete the federally-required Direct Loan Exit Counseling. If counseling has not been completed, WTS reserves the right to withhold the student’s transcript until the requirement has been met. Financial exit counseling may be completed at [https://studentloans.gov/myDirectLoan/index.action](https://studentloans.gov/myDirectLoan/index.action). An exit interview is also required with the Academic Dean, whether the student has loans or not. The student will receive a letter with details as to how to schedule the interview. Students will not receive grades, diplomas, transcripts, or recommendations until both exit interviews are complete.

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

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

Any remaining funds will be disbursed to the student in the form of a check no later than 14 days after the funds have been credited to the student’s account.

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

**Other Financial Assistance**

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

**Veterans’ Benefits**
WTS is approved for educational benefits for qualified veterans. Upon acceptance to the Seminary, veterans should forward their Veterans Administration Certificate of Eligibility to the Office of the Seminary Registrar.

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

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

The following guidelines apply to the SGEIP:

- Individuals participating in the SGEIP are not eligible for any additional financial aid provided by WTS.
- The one-half tuition discount is only applicable on master’s level courses offered by WTS. The discount does not apply to class offerings from the Doctor of Ministry program.
- Enrollment in some courses may be closed to participants in the SGEIP as a result of classes being filled to capacity by students who are currently pursuing degrees. This will be determined on a case-by-case basis at the discretion of the course’s instructor and the Academic Dean.

Student-Spouse Tuition Discount

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

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

COMMUNITY LIFE

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

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

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

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

Spouses are encouraged to experience the Seminary classroom by auditing a course (see section on auditing). It is generally not appropriate for children to be in the classroom or unattended in the Seminary facilities.

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

For the sake of the WTS community the following behaviors are to be practiced:
- All students, faculty, and staff must agree not to use tobacco, alcohol, or illegal non-prescriptive drugs in any of the Seminary facilities, on Seminary property, or at any Seminary function on- or off-campus. Students should refer to the Drug/Alcohol Prevention Program Guidelines for the Seminary explicated in this catalog.
- All students, faculty, and staff must agree that sexual relations are to be limited to a husband and wife in marriage.
• All students, faculty, and staff have a moral obligation to the community to be physically and emotionally healthy.

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

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

Responding to Illness in the Classroom
• Life Threatening Illness: Practical procedure for a serious classroom illness is to call 911. Campus Security should be notified (419-434-4799) after the 911 call is complete, so that they are aware of emergency responders on campus. They will also respond; all Campus Security personnel are trained in CPR, first aid, and defibrillators (AED). There are several AEDs located throughout the Findlay campus; the closest one to WTS is found in the Alumni Memorial Union.
• Non-Life Threatening Illness: Practical procedure for common classroom illness such as the stomach flu is to call Campus Security; they will notify the proper maintenance department for clean-up as needed, and clear and close off the affected area immediately. Students may be directed to the Cosiano Health Center on campus (located at 120 West Foulke Ave., ext. 4550). Any student or staff, regardless of insurance status, may use the health center free of charge. The health center can provide general health assessments, numerous diagnostic tests, wound care, first aid, and physicals, as well as referrals to local specialists. The Health Center is staffed daily by three registered nurses and a physician. No appointment is needed to see a nurse. Physician hours are by appointment. They are open Monday-Friday, 9 am-4 pm during the regular UF academic year. After hours, directions should be given to Blanchard Valley Hospital ER (located on South Main Street) or Physicians Plus (located on North Main Street).

Respect for All Students, Faculty, and Staff
To be Christ-like involves showing respect for all persons. Each student owes respect to his or her fellow students as peers in the learning process, despite differing views. Students are expected to treat faculty and staff with the same respect. Likewise, faculty and staff are expected to treat students and each other with respect at all times.

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

WTS encourages reporting of all incidents of harassment, regardless of who the offender may be. A student who has been subject to any type of harassment or violence should make a complaint to the Academic Dean, or to the Vice President of Institutional Advancement in the event that the complaint involves the Academic Dean. WTS will promptly investigate complaints in a fair and impartial manner to the extent practical, and will take action deemed appropriate after evaluating all the circumstances. Protective interim steps may be taken to protect the complainant before the final outcome of the investigation is reached. The Clery Act requires that both parties be informed of the outcome, including sanction information, of any institutional proceeding alleging a sex offense.

Individuals found to have engaged in misconduct constituting sexual or other harassment shall be disciplined. Appropriate sanctions will be determined by the Academic Dean (or the Vice President of Institutional Advancement in the event that the misconduct involves the Academic Dean). The school’s response, at a minimum, will include reprimanding the offender and preparing a written record. Additional action for a student offender may include referral to counseling, suspension, or expulsion. Employee offenders may be subject to withholding of a promotion, reassignment, temporary suspension of employment without pay, reduction in bonus, or termination of employment.

A Title IX investigation is different from any law enforcement investigation. If the complainant chooses, he or she may also file a police report.

Should any student have a question concerning this policy, they should contact the Vice President of Academic Advancement. The complete Harassment Policy may be obtained through the Vice President of Institutional Advancement.

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

Academic and Personal Advising
Academic advising is coordinated and provided by the Vice President of Academic Advancement (Academic Dean) and Registrar. Students should contact the Registrar to clarify academic scheduling questions.

Each student’s Program Director serves as the student’s advisor. The establishment of an open, professional relationship with an advisor is a valuable asset in the pursuit of an education. The advisor is available to assist advisees in general academic and spiritual concerns, and with issues of personal growth and development.
At times a student may find his or her abilities challenged or pushed to new limits and will need to seek advice, tutorial assistance, and/or editing help. Assistance is offered to students by the Student Academic Support Coordinator. Students are encouraged to seek assistance on their own, but may also be referred by instructors.

Faculty Office Hours
Faculty members desire to be available to students for assistance, guidance, and dialogue. At the beginning of each trimester, faculty members will post office hours on the bulletin boards outside their offices and on the WTS Student Resources Organization on Blackboard. These are times set aside for students to make appointments with faculty members as needed. It is recommended that students make appointments in advance. This is helpful in two ways: (1) it preserves the time for the student and thereby avoids having several students waiting to see the faculty member, and (2) it enables the faculty member to efficiently plan his or her time. Occasionally, unexpected business may make him/her unavailable during a scheduled office hour time. Contact information is available in the website directory and on individual course syllabi.

Adjunct and online instructors are available according to their syllabi information.

Student Resources
WTS Student Resources is a Blackboard Organization to which enrolled students are given rights by the Student Academic Support Coordinator. This organizational site houses a wide variety of institutional and academic information for student use including the following: phone directories for faculty, staff, and students, the catalog/handbook, announcements and Seminary newsletter archives, as well as a number of instructional papers and video modules on research methods and writing styles. The site is also used as a core component in orientation courses.

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

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

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

- For the Seminary to financially support a student and/or spouse in the counseling
process, the person being counseled must sign an Authorization for Release of
Information-Counseling Sessions Form, available from the Academic Dean.

For students at the Pennsylvania location, the Academic and Institutional Liaison is available for
spiritual and emotional counseling of students. He may be reached in Room 13 of the Education
and Conference Center.

**Drug/Alcohol Prevention Program Guidelines**

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

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

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

**Weapons**

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

Weapons are defined as any device or substance that is designed, used, or likely to be used to cause
bodily harm, or property damage. Included are firearms, which are defined as any gun, rifle, pistol,
handgun, or device designed to fire bullets, BBs, pellets, or shots (including paint balls), or other
projectiles, regardless of the propellant used. Other weapons include but are not limited to
Taser/stun guns, knives with fixed blades, switchblades, spring-loaded knives, pocket knives with
blades longer than 3½ inches, kitchen utensils not used for their intended purpose, martial arts
weapons, bows and arrows or any type, swords, brass knuckles, sling shots, explosives, or
incendiary devices including fireworks.
This prohibition includes other items deemed to be dangerous by the Office of Campus Safety and Security, including but not limited to hazardous chemical or biological material of any sort, displays, or collections of weapons, ornamental weapons, and ornamental ammunition. Prohibited items are subject to the immediate removal of the weapon from WTS or UF property or at the WTS- or UF-sponsored event.

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

The only exceptions to this policy are:

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

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

**Student Records**

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

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

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

**Transcripts and Permanent Student File**

Information recorded on the transcript by the Office of the Registrar includes the following: name; identification number; home address; dates of attendance; dates of academic action of
disqualification and readmission; date of birth; discipline, course number and title, units of credit, grades, and grade points earned for each course; GPA; and identification of courses repeated. No information regarding race, religion, or political affiliation appears on the transcript. The transcript constitutes an official report of academic performance. Corrections are made only upon definite evidence. A change in grade is made only after a written authorization from the instructor who issued the grade.

Student information is also maintained in a secured database. Access is limited to authorized users.

The Seminary’s Document Retention Policy mandates review of student files and destruction of documents that are no longer applicable at regular intervals after students have graduated or are no longer attending the institution. All WTS transcripts and evidence of academic discipline are maintained permanently.

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

Name Change Procedure
All students must matriculate and register under their legal name. If a legal name should change at any point after being admitted to WTS, or after leaving WTS, the student must submit a request in writing to the Registrar. The request should include name change documentation (showing the new legal name) that may include:

- Driver’s license.
- Social Security card.
- Passport.
- Marriage license.
- Legal court document.
- Birth certificate.
- Green Card.

If students are uncertain as to the name of record, they may check WebConnect to verify this information.

WTS alumni whose name has changed since attending must submit the appropriate documentation in order for a transcript to reflect their current legal name, however, previous names are not removed from the record.

Enrollment Verifications and Endorsements
Current students who require a letter of good standing, an enrollment verification, or other endorsement for any agency, denomination, or organization, must put their request in writing to the Registrar. Graduates seeking letters of reference may contact individual professors directly.
Student Concerns
Formal written student concerns and complaints may be filed with the Office of the Academic Dean. WTS will maintain a log of these concerns and complaints and their disposition. Records will be limited to complaints or concerns made formally in writing, signed by the student, and addressed to the Academic Dean’s Office.

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

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

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

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

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

CAMPUS AND FACILITIES

Student ID
All students (on the Findlay campus and those in a program requiring a residency requirement) will obtain an Oiler OneCard photo ID. Students enrolled in IS 510 Foundations for Seminary Studies will be photographed in the orientation portion of the class; other students should contact the Student Academic Support Coordinator for further information on how to obtain an Oiler
OneCard. This card may be used to access campus privileges such as parking, the Shafer Library, recreational facilities, health care, computer labs, and postal services (see www.findlay.edu for additional benefits) on the UF campus.

The Pennsylvania additional location does not currently utilize any form of student ID cards.

**Print and Copy Services**

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

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

After sending the print job, in order for it to print, students will need to logon to the print release station and release the job. Students will not be charged until the job is released. Print jobs are purged after 24 hours.

Pennsylvania additional location students may make copies on the library copier, which is located in the back right corner upon entering the library. Faxes may be sent from the main office in the WTS Education and Conference Center. Students should see the secretary for any applicable fees.

**Library**

WTS library materials are located in Shafer Library, directly across Frazer Street from the Seminary building, and are available during Shafer Library hours. All students will obtain a barcode during the orientation process to adhere to their Oiler OneCard, permitting access to all library materials and journal databases.

The WTS library provides a variety of collections and services that promote the learning and research activities of students and faculty. Print and online resources are available to meet the information needs of library users. Users have the ability to borrow materials from a pool of over 47 million items owned by other OhioLINK institutional libraries. A selection of electronic research databases, including a variety of full-text resources, is available on campus or through remote access. Further information may be found on the Seminary’s website: www.winebrenner.edu.

Instructional materials are available in the library folder on Blackboard including information on how to use the library catalog, off-campus access, and general library information. Also included are lists of databases, periodical collection lists, and new books.
The Pennsylvania additional location library is located in the Education and Conference Center. Students may access these resources by use of the barcode provided by Shafer Library and/or by arrangement with the Academic and Institutional Liaison. Digital materials are available through the Shafer Library website.

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

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

If interested in the Orange Plan or Findlay Munch Money, contact the Dining Services Office in Deming Hall (419-434-4542).

The Pennsylvania additional location offers meals at the Boozer Hall Dining Facility. Contact Boozer Hall Dining staff for details.

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

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

Pennsylvania students are welcome to relax, study, and socialize in the commons area of the Scotland location library. A coffee shop and sandwich shop are also located there, as is Kristanny’s Tea Shop. Students may use the refrigerator and microwave found in Room 13.

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

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

Faculty and staff mailboxes are not accessible to students. Materials for faculty and staff may be given to any staff member for delivery. After hours at the Findlay location, such items may be placed in the locked drop boxes outside of the office pods on the first and second floors. To expedite delivery to the correct person, students are asked to clearly mark the name of the person to whom the mail is to be delivered on the cover page.

**Parking**

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

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

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

All WTS students, faculty, and staff, upon arriving at the Pennsylvania additional location, are to visit the main office, located in the Scotland Campus Education and Conference Center, to obtain a parking permit. All vehicles must have a parking sticker. This sticker is to be placed in the lower front corner of the front windshield, just below the state inspection sticker. Parking is to be in areas as posted, avoiding any grassy area. Parking outside of the designated areas could result in towing.

**Security**

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

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

*Campus Security Authority*

The Findlay campus has a working relationship with The University of Findlay (UF) campus Security and the Findlay City Policy Department. Campus Security has the authority to apprehend and detain anyone involved in illegal acts on campus and immediately adjacent to the campus.

If a Seminary student commits minor offenses involving WTS rules and regulations, Campus Security may refer the individual to the Academic Dean, or if committed by an employee, Campus
Security will notify the Vice President of Institutional Advancement. Incidents involving faculty members may be referred to the Academic Dean.

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

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

Security officers patrol the grounds of the Pennsylvania additional location as follows:
  Monday through Friday, 7:30 am-11:00 pm
  Saturday and Sunday, 3:00 pm-11:00 pm

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

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

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

Students at the Pennsylvania additional location may speak with the security officers regarding any questions about security and safety.

How to Learn About Campus Safety and Security
Students can review this information on UF’s website at the Safety and Security Office’s page.

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

Findlay
Since the Findlay campus is located adjacent to the UF campus, the closing of WTS due to unsafe weather conditions will follow the decisions of the combined efforts of UF’s Physical Plant and several key administrators. While city and county decisions are certainly factored into the process, a separate decision is made regarding the two institutions. The University of Findlay contacts many radio and TV stations with closing information. UF also publishes closing information on their website at www.findlay.edu, Campus Life, Safety and Security, Weather Alerts. If UF is closed, WTS is also closed. It is possible, however, that WTS may close even if UF remains open. Thus, please note how WTS will communicate the Seminary’s operating status:

Information regarding WTS closing will be communicated in the following media formats to ensure multiple points of information in case weather has affected servicing systems (power, phone, etc.):

1. The WTS website will include an announcement on the homepage stating the Seminary’s status regarding weather conditions.
2. Students may call the toll-free number (1-800-992-4987) to determine if a recorded message has been posted regarding closure.

Detailed below is how this correlates with city and county snow emergency classifications; please respect the snow emergency classification for where you live.

Snow Emergency Classifications
- LEVEL 1: Roadways are hazardous with blowing and drifting snow. Roads are also icy. Drive very cautiously. In most cases, classes will be held. Check the UF and WTS websites. (*WTS employees should report to work.*)
- LEVEL 2: Roadways are hazardous with blowing and drifting snow. Only those who have a necessary reason to drive should be out on the roads. Unless otherwise announced, WTS is open and, in most cases, classes will be held. (Check the UF and WTS websites.) NOTE: If the county you live in is under a Level 3 Emergency but Hancock County is under a Level 1 or Level 2, you must stay off the roads. In this event, students should contact their instructor. (*WTS employees should report to work. If an employee does not feel comfortable on the roads and chooses not to report, the employee must contact their supervisor.*)
- LEVEL 3: All roadways are closed to non-emergency personnel. No one should be out during these conditions unless it is absolutely necessary to travel. WTS students should stay off the roads; students do not need to contact their instructors. WTS is closed, and this announcement is communicated as described above. (*Employees should stay off roads and not report to work.*)

NOTE: In most instances, inclement weather does not interrupt online class delivery.
Scotland, Pennsylvania Additional Location
Since the Scotland Additional Location is located on the Scotland Campus property, the closing of this location due to unsafe weather conditions will result in automatic cancellation of WTS classes and closing of the WTS offices at that location. In the event of closure resulting from the closing of the property, the Academic and Institutional Liaison will contact faculty and notify the Office of the Academic Dean of the closure.

In the event that there are unsafe weather conditions but the Scotland Campus property is not closed, the Academic and Institutional Liaison will consult with faculty, the Office of the Academic Dean, and the President of Scotland Campus, Inc., and determine a course of action which may include cancellation of all classes, early dismissal, alternative locations, or alternative delivery methods.

In all instances where class cancellation will take place instructors will contact students directly via phone or e-mail. The Academic and Institutional Liaison will post this information on the Scotland-WTS Facebook page and will contact the Office of the Academic Dean to ensure that this information is posted on the WTS website.
## APPENDIX A

**WTS Writing Style Grading Rubric**

Winebrenner Theological Seminary has determined that no more than 10% of any paper’s grade may be associated with “style,” specifically stylistic problems related to formatting and citations. Many instructors have their own specific rubrics for grading papers, often with a section for style (either Turabian or APA, depending on the program of study). This rubric serves to focus evaluation on the writing style in any paper. Instructors may use the categories and descriptions in this focused writing style rubric to help determine how well a student meets the stylistic standards in their overall grading.

<table>
<thead>
<tr>
<th>Evaluation Objective</th>
<th>Beginning 0-24 points</th>
<th>Developing 25-49 points</th>
<th>Accomplished 50-74 points</th>
<th>Exemplary 75-100 points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Formatting:</strong></td>
<td>Does not meet the example for margins, spacing, page numbers, etc.</td>
<td>Provides proper formatting in some areas but lacks in two or more areas.</td>
<td>In general, provides proper formatting in all areas.</td>
<td>Excellent formatting in all areas with only a few minor edits.</td>
<td></td>
</tr>
<tr>
<td>The document meets standards as exhibited in the WTS Sample Papers for margins, spacing, page numbers, and headings (if used) as well as requirements for font and size.</td>
<td>Major editing required.</td>
<td>Needs further editing.</td>
<td>Needs further editing for inconsistencies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Grammar and written accuracy:</strong></td>
<td>Does not meet requirements for grammar and written accuracy (five or more areas of deficiency).</td>
<td>Provides some proper grammar and written accuracy but lacks precision in three or more areas.</td>
<td>In general, grammar and written accuracy are evident in most areas.</td>
<td>Grammar and written accuracy are excellent in all areas with very minimal edits needed.</td>
<td>Grammar and written accuracy are evident in most areas.</td>
</tr>
<tr>
<td>The document meets standards of English grammar for complete sentences, noun and pronoun agreement, active voice, spelling, and other areas.</td>
<td>Re-writing is necessary.</td>
<td>Needs correction of problem areas.</td>
<td>Minor corrections are needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Citations:</strong></td>
<td>Fails to meet requirements for proper documentation of source material.</td>
<td>Meets citation requirements for quotations but not abstractions. Also lacks proper formatting of footnotes and/or bibliographic or reference entries.</td>
<td>Meets citation requirements for quotations, ideas, and allusions according to requirements. Minor edits are needed in formatting.</td>
<td>Source documentation is complete and accurate in all areas with few edits needed.</td>
<td>Source documentation follows the requirements.</td>
</tr>
<tr>
<td>Source documentation follows the requirements.</td>
<td>Extensive revisions are required.</td>
<td>Revisions are required.</td>
<td>Needs minor revision.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

_JGrimm/MJohnson simplified style rubric_  
8-24-2015

**Overall Score**

Add up points for each element above and divide by 3 to get overall score.
Since only 10% of any paper’s grade may be based on “style” (formatting, grammar and written accuracy, citations), use the Overall Score from this rubric to figure what “style” grade you will award in the grading of a paper. The table below will help you quickly determine how much to award.

<table>
<thead>
<tr>
<th>Overall Score</th>
<th>0-9</th>
<th>10-19</th>
<th>20-29</th>
<th>30-39</th>
<th>40-49</th>
<th>50-59</th>
<th>60-69</th>
<th>70-79</th>
<th>80-89</th>
<th>90-99</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Style grade to award:</td>
<td>0-9%</td>
<td>10-19%</td>
<td>20-29%</td>
<td>30-39%</td>
<td>40-49%</td>
<td>50-59%</td>
<td>60-69%</td>
<td>70-79%</td>
<td>80-89%</td>
<td>90-99%</td>
<td>100</td>
</tr>
<tr>
<td>How Style figures in the entire paper:</td>
<td>0%</td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
<td>4%</td>
<td>5%</td>
<td>6%</td>
<td>7%</td>
<td>8%</td>
<td>9%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Student’s Acknowledgement of Understanding

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

I, ____________________________________________________________

Student’s name (please print)

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

Signed _______________________________________________________

Date _______________________________________________________

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