

fall 2020 to summer 2021

ACADEMIC CATALOG

419-434-4200 | winebrenner.edu



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

Utilizing this Catalog

This catalog contains a comprehensive listing of administrative and academic guidelines effective fall 2020-21. These guidelines have been established to support and promote an optimal learning environment within all Winebrenner programs of study and across all Winebrenner learning locations. Students are responsible for becoming familiar with the detailed contents of this Catalog and for living and learning within the letter and spirit of the guidelines as they attend class, interact with other students, with the faculty and staff of the Seminary, or participate in any Seminary-related activity.

Information provided within the catalog is accurate as of August 1, 2020, and is subject to change.

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

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

Winebrenner Theological Seminary
950 North Main St., Findlay, OH 45840
Phone: 419-434-4200
Website: winebrenner.edu
E-mail: wts@winebrenner.edu



Table of Contents

Board of Trustees	5	Program Outcomes for MAPT Graduates	27
Staff	6	Description and Duration	27
Faculty	8	Course Load	27
Endowed Academic Chairs	10	Class Format	27
Winbrenner Vision of Theological Education	11	Non-Military Chaplaincy	27
Mission Statement	11	Curriculum Plan	28
Statement of Faith	11	Class Standing	29
Vision Statement	11	Requirements for Graduation	29
Core Values	12	Suggested Course Sequence	29
2018-2023 Strategic Goals	12	Doctor of Ministry	30
Comprehensive Assessment Plan	12	Purpose	30
General Institutional Information	13	Program Outcomes	30
Location of Institution	13	Description and Duration	30
Campus	13	Program Elements	30
Continuing Education	13	Specialized Cohorts	31
Affiliations and Accreditation	14	Qualifications of Applicants	32
Master of Divinity	16	Ministry Assessment Essay	32
Purpose	16	Transfer of Credit	33
Program Outcomes for M.Div. Graduates	16	Advanced Standing	33
Description and Duration	16	Required Courses	34
Course Load	17	Requirements for Graduation	34
Curriculum Plan	18	Course Descriptions	35
Suggested Course Sequence	19	Clinical Counseling	35
Master of Arts in Clinical Counseling	21	Church History	38
Mission Statement and Purpose	21	Christian Ministries	39
Admission	21	Doctor of Ministry	42
Transfer of Credits	21	Integrated Studies	46
Program Outcomes for MACC Graduates	21	New Testament	47
Description and Duration	22	Old Testament	48
Course Load	22	Theology	49
MACC Spiritual Retreat	22	Graduate Academic Calendar	51
Practicum and Internship	23	General Academic Informaiton	52
Professional Development for Students	23	Admissions	52
Program Endorsement Policy	23	Admission Policy	52
Curriculum Plan	24	Admission Requirements	52
Class Standing	25	Additional Admission Options	52
Requirements for Graduation	25	Admissions Statuses	55
Suggested Course Sequence	25	Accepted Student	55
Master of Arts in Practical Theology	27	Probationary Admission Status	55
Purpose	27	Conditional Status	55
		Non-Degree Seeking students	55
		Transfer Credit and Advanced Standing	55

Background Check Policy	56	Weapons	94
Technology Standards	56	Student Records	95
Academic Standards	57	Department of Defense Postsecondary	
Credit Hour Definition	57	Complaint System	96
Grading System	59	Campus and Facilities	96
Academic Probation and Dismissal	60	Student ID	96
Changes in Registration, Additions, and		Print and Copy Services	97
Withdrawal	61	Library	97
Disability Support	64	Security	98
Inclement Weather	65	Campus Security Authority	98
Student Services and Guidelines	70	Crime Statistics and Reporting	98
Standards of Life	70	How to Learn About Campus Safety and	
Inclusive Language	71	Security	99
Student Responsibilities	71	Crime Prevention and Safety Programs	99
Classroom Disruption	71	Financial Information	99
Academic Integrity	71	Tuition and Fees	99
Copyright Infringement Statement	72	Refund of Tuition and Fees	100
Grade Dispute	72	Payment of Tuition and Fees	100
Title IX Policy	72	Satisfactory Academic Progress Policy	102
Student Success	92	Student's Acknowledgement	108
Academic and Personal Advising	92	Appendix	109
Faculty Office Hours	93	MACC Handbook	109
Student Resources	93		
Counseling Guidelines	93		
Drug/Alcohol Prevention Guidelines	93		

Board of Trustees

Dr. Karen Adams-Ferguson, MD, Maumee, Ohio
OB-GYN Physician

Dr. James D. Allen, Bowling Green, Ohio
Church Consultant

Dr. Craig Cramer, Port St. Lucie, Florida
Pastor

Pastor J. Lance Finley, Secretary, Findlay, Ohio
Executive Director, Churches of God, General Conference

Dr. Christine Florendo, MD, New Alexandria, Pennsylvania
Pediatrician

Pastor Kendall D. Hughes, Park Hills, Missouri
CGGC Pastor and Western Regional Director

Mr. Kenneth McIntyre, Farmington, Missouri
Educator

Pastor Philip J. Scott, Vice Chair, Latrobe, Pennsylvania
CGGC Pastor and Allegheny Regional Director

Trustees Emeriti:

Mr. Dennis E. Bishop
Findlay, Ohio
Businessman

Palm Bay, Florida
Retired Pastor

Pastor W. Stanley Darrah
Chambersburg, Pennsylvania
Retired Pastor

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

Mr. Richard Longsdorff
Lancaster, Pennsylvania
Retired Engineer

Dr. George M. Whitson
Findlay, Ohio
Businessman

Pastor James L. Monticue
Markleton, Pennsylvania
Pastor, Kingswood Church of God
Pastor George Reser

Revised 05/15/2020

Staff



Dr. Brent C. Sleasman

President

419-434-4202

brent.sleasman@winebrenner.edu



Dr. Bruce C. Coats

Vice President of Academic Advancement and Academic
Dean

419-434-4250

bcoats@winebrenner.edu



Amy Kinney

Director of Enrollment Management

419-434-4241

kinney@winebrenner.edu



Tom Weaver

Director of Finance

419-434-4224

tweaver@winebrenner.edu



Katerina Hinkle

Coordinator of Marketing & Donor Relations

419-434-4274

hinklek@winebrenner.edu



Margaret Hirschy
Director of Winebrenner Library Collection
Shafer Library Room 119
419-434-4260
hirschym@findlay.edu



Lauren Coats
Student Success and Records Coordinator
419-434-4220
lauren.coats@winebrenner.edu

Faculty



Dr. Kelli Jo Arndt

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



Dr. Kathryn Helleman

*Assistant Professor of Christian Ministry
Director of Organizational Assessment and
Accreditation
Doctor of Ministry Director*
University of Waterloo, B.A., 1990;
Winebrenner Theological Seminary, M.Div., 2006;
Winebrenner Theological Seminary, D.Min, 2015;
Winebrenner Theological Seminary (2008).



Dr. Mary S. Iiames

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



Dr. David Barbee

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



Dr. Karen McGibbon

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



Dr. James P. Sweeney

*J. Russell Bucher Professor of New Testament
Director of the Master of Divinity*
Roberts Wesleyan College, B.A., 1989;
Gordon-Conwell Theological Seminary, M.A., 1993;
Trinity International University, Ph.D., 2000;
Winebrenner Theological Seminary (2010).

Dr. M. John Nissley*Senior Fellow Faculty*

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

Dr. David E. Draper*President Emeritus*

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

Dr. James L. Resseguie*Distinguished Professor of New Testament Emeritus*

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

Dr. C. George Fry*Distinguished Professor of Church History and Biblical Studies Emeritus*

Capital University, B.A., 1958; B.D., 1962; M.Div., 1977;
 The Ohio State University, M.A., 1961; Ph.D., 1965;
 Winebrenner Theological Seminary, D.Min., 1978;
 Cranmer Seminary, D.D., 2001;
 Holy Trinity College and Seminary, S.T.M., 2002;
 Winebrenner Theological Seminary (1999).

Adjunct Professors

Dr. Alaine Buchanon, B.A. M.A., M.Div., Ph.D.
 Dr. Diane S. Baltaeff, B.S., M.Ed., M.Div., D.W.S.
 Dr. James R. Davison, B.A., M.A.(T.S.), D.Min.
 Dr. Don Dennison, B.A., M.A.T., M.Div., D.Min.
 Dr. J. Robert Douglass, B.A., M.Div., Ph.D.
 Dr. Linda M. Draper, B.S., M.A.(T.S.), D.Min.

Marlena Graves, B.A., M.Div.
 Dr. Kim Martinez, B.A, MAT, D.Min.
 Dr. Michael A. Scoles, B.A., M.A., M.S.Ed., Ed.D.
 Dr. Brent C. Sleasman, B.A., M.Div., Ph.D.
 Thomas D. Weaver, B.S., M.Ed., MBA
 Karen Wortman, B.A., M.A., M.A.H.E.

Endowed Academic Chairs

J. Russell Bucher Chair of New Testament

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

Gale and Harriette Ritz Chair of Old Testament

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

WINEBRENNER VISION OF THEOLOGICAL EDUCATION

Mission Statement

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

Statement of Faith

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

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

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

Vision Statement

Helping Christ-focused servants transform the world.

Core Values

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

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

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

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

2018-2023 Strategic Goals

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

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

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

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

Comprehensive Assessment Plan

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

- The graduate will make decisions through a scripturally informed decision making process.
- The graduate will embody Christ-likeness through professional dispositions.
- The graduate will practice effective forms of communication in her/his ministry context.
- The graduate will integrate personal reflection that leads to personal growth.
- The graduate will align skills with principles, bringing transformation through his/her ministry context.

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 six years in a row.

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

Campus

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

Continuing Education

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

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

Affiliations and Accreditation

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

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

ats.edu

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

Higher Learning Commission (HLC)

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

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

winebrenner.edu/accreditation/

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

Ohio Department of Higher Education (ODHE)

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

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

Council for Accreditation of Counseling and Related Educational Programs. (CACREP)

Winebrenner Theological Seminary is accredited by CACREP for the education of clinical mental health counselors.

cacrep.org/program/auto-draft-150/

Council for Accreditation of Counseling and Related Educational Programs
1001 North Fairfax Street, Suite 510
Alexandria, VA 22314
Phone 703-535-5990 Fax 703-739-6209

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

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

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

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

nc-sara.org

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

3005 Center Green Drive, Suite 130

Boulder, CO 80301

Phone: 303-848-3275

Email: info@nc-sara.org

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

Professional Licensure

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

MASTER OF DIVINITY (M.Div.)

Program Director: Dr. James Sweeney

Purpose

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

Program Outcomes for M.Div. Graduates

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

Description and Duration

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

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

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

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

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

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

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

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

Students have three options to fulfill the requirement in SM:

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

Course Load

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

Curriculum Plan

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

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

Biblical Studies (27 credit hours)

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

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

Church History (9 credit hours)

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

Integrated Studies (4 credit hours)

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

Personal and Ministry Formation (32 credit hours)

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

Theological Studies (9 credit hours)

Theology I
 Theology II
 Christian Ethics

Class Standing

M.Div. students are classified as juniors until they have completed 30 credit hours, as 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 the requisite 81 credit hours in the program with a minimum cumulative 3.0 grade-point average, have met the requirements for graduation, have been recommended by the faculty, and are affirmed by the Board of Trustees. Students who entered Winebrenner Seminary under a different Graduate Catalog will be subject to the previous policy. If a student interrupts their study at Winebrenner by more than one year (three successive terms) they will become subject to this policy.

Suggested Course Sequence

Three-year M.Div. Schedule:

Year	Fall	Spring	Summer
1	CM 5810 Ministerial Person IS 5150 Interpreting God's World and Word IS 5100 Foundations for Seminary Studies OT 5000 Old Testament Foundations	CH 5400 A Survey of the History of Christianity CM 5850 Discipleship Ministries OT 6060 Hebrew Grammar	CM 5820 Church in Mission NT 5200 New Testament Foundations OT 6070 Hebrew Exegesis
2	CM 6880 Spiritual Formation NT 5210 Greek Grammar OT Elective	CM 5830 Pastoral Care & Counseling CM 5860 Christian Worship NT 5220 Greek Exegesis	CH Elective CM 5840 Homiletics TH/CH 6690 World Religions
3	CM 6700 Min. Skills & Techniques CM 7860.1 Supervised Ministry NT Elective TH 5600 Theology I	CM 5780 Incarnational Leaders for a Fluid Age CM 7860.2 Supervised Ministry NT 6270 Studies in Paul TH 6610 Theology II	CM 7860.3 Supervised Ministry IS 5870/IS 5890 History and Polity* TH 6640 Christian Ethics

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

Four-year M.Div. Schedule:

Year	Fall	Spring	Summer
1	CM 5810 Ministerial Person IS 5150 Interpreting God's World and Word IS 5100 Foundations for Seminary Studies	CH 5400 A Survey of the History of Christianity CM 5850 Discipleship Ministries	CM 5820 Church in Mission CH Elective
2	CM 6880 Spiritual Formation OT 5000 OT Foundations	CM 5830 Pastoral Care & Counseling OT 6060 Hebrew Grammar	OT 6070 Hebrew Exegesis NT 5200 New Testament Foundations
3	CM 6700 Min. Skills & Techniques NT 5210 Greek Grammar OT Elective	CM 5780 Incarnational Leaders for a Fluid Age CM 5860 Christian Worship NT 5220 Greek Exegesis	CM 5840 Homiletics TH/CH 6690 World Religions
4	CM 7860.1 Supervised Ministry NT Elective TH 5600 Theology I	CM 7860.2 Supervised Ministry NT 6270 Studies in Paul TH 6610 Theology II	CM 7860.3 Supervised Ministry IS 5870/IS 5890 History and Polity* TH 6640 Christian Ethics

*IS 5870 Churches of God History and Polity is required for CGGC students

MASTER OF ARTS IN CLINICAL COUNSELING (MACC)

Program Director: Dr. Kelli Jo Arndt

Mission Statement and Purpose

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

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

Admission

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

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

Transfer of Credits

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

Program Outcomes for MACC Graduates

Knowing, Being, and Doing:

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

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

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

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

Description and Duration

The Master of Arts in Clinical Counseling (MACC) is a 69 credit hour program which could be completed in a minimum of 3 years (9 trimesters), and must be completed in a maximum of 5 ½ years (17 trimesters). The fundamental mission of the MACC is to educate and train counselors to promote the optimal functioning of individuals, families, groups, and communities. Built upon a solid foundation of knowledge, skills, and dispositions inherent to counseling those from diverse backgrounds, graduates will be able to translate research-validated practices and integrate biblical truth into effective strategies for individuals, groups, and families. Graduates will benefit from personal and professional growth opportunities as self-reflection, critical thinking, and constructive feedback are key components addressed in the program. All students will be assigned to a faculty member who will support and assist them throughout the program to ensure successful completion

Course Load

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

MACC Spiritual Retreat

All MACC students are required to attend a spiritual retreat each year. The purpose of the retreat is threefold: 1) students will establish stronger relationships with their peers seeking similar Christian ministry; 2) students will engage in dialogue surrounding the field of counseling with respect to calling, professional concerns, and the Christian life; 3) the retreat will serve as a self-care exercise, critical to the emotional, physical, mental, and spiritual well-being of professional counselors.

Practicum and Internship for MACC Students

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

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

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

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

Professional Development for Students

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

Program Endorsement Policy

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

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

- Approving a student for graduation clearance once he or she has completed all academic requirements of the CMHC Master's Degree Program and has not demonstrated impairment as defined by the *ACA Code of Ethics*;

- Preparing a letter of reference for a student for employment, a credential (e.g., LPC), a doctoral program, etc.;
- Fielding a telephone call, written, or a digital request from a potential employer, credentialing body, institution of higher learning, etc., regarding a student's potential for success in the field of clinical mental health counseling.

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

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

Curriculum Plan

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

Course curriculum required of all MACC students (69 credit hours):

MACC Requirements (60 credit hours):

Foundations of Seminary Studies
 Introduction to Clinical Mental Health
 Counseling Theories
 Helping Skills (2 credit hours)
 Human Growth and Development
 Group Counseling
 Career Counseling
 Multicultural Counseling
 Family Relations
 Addictions and Counseling
 Legal and Ethical Issues in Counseling
 Diagnosis of Mental and Emotional Disorders
 Research and Evaluation
 Psychopathology
 Treatment of Mental and Emotional Disorders
 Personality Assessment
 Counseling Children and Adolescents
 Counseling the Dying and Grieving
 Practicum in Clinical Mental Health Counseling
 Internship I in Clinical Mental Health Counseling
 Internship II in Clinical Mental Health Counseling

General Theological Education Requirements (9 credit hours):
Religious Heritage Electives (see chart below)

<u>Formation</u> (Choose one)	<u>Biblical Studies</u> (Choose one)	<u>Theology</u> (Choose One)
Spiritual Formation	Old Testament	Interpreting God's Word and World
Ministerial Person	Foundations	TH 6900.1-99 Specialized Studies in
Other formational course upon approval of the Academic Dean	New Testament Foundations	Systematic Theology Other TH course upon approval of the Academic Dean

Class Standing

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

Requirements for Graduation

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

Suggested Course Sequence

Three-year MACC schedule:

Year	Fall	Spring	Summer
1	CC 5000 Intro to Clinical Mental Health CC 5120 Helping Skills IS 5100 Foundations for Seminary Studies Religious Heritage Course	CC 5150 Human Growth and Development CC 6150 Personality Assessment -C CC 5050 Counseling Theories	CC 6000 Research and Evaluation CC 6050 Psychopathology -C CC 5200 Group Counseling
2	CC 5450 Diagnosis -C CC 5300 Multicultural Counseling Religious Heritage Course	CC 6100 Treatment -C CC 6600 Addictions Counseling	CC 6200 Counseling Children & Adolescents CC 6550 Counseling the Dying and Grieving Religious Heritage Course
3	CC 7000 Practicum -C CC 5400 Legal and Ethical Issues	CC 7050 Internship I -C CC 5250 Career Counseling	CC 7100 Internship II -C CC 6500 Family Relations

C=Clinical Course

Four-year MACC schedule:

Year	Fall	Spring	Summer
1	CC 5000 Intro to Clinical Mental Health IS 5100 Foundations for Seminary Studies Religious Heritage Course	CC 5150 Human Growth and Development CC 6150 Personality Assessment -C	CC 6000 Research and Evaluation Religious Heritage Course
2	CC 5120 Helping Skills Religious Heritage Course	CC 5050 Counseling Theories CC 6600 Addictions Counseling	CC 6050 Psychopathology -C CC 5200 Group Counseling
3	CC 5450 Diagnosis -C CC 5300 Multicultural Counseling	CC 6100 Treatment -C CC 5250 Career Counseling	CC 6200 Counseling Children & Adolescents CC 6550 Counseling the Dying and Grieving
4	CC 7000 Practicum -C CC 5400 Legal and Ethical Issues	CC 7050 Internship I -C	CC 7100 Internship II -C CC 6500 Family Relations

C=Clinical Course

MASTER OF ARTS IN PRACTICAL THEOLOGY (MAPT)

Program Director: Dr. David Barbee

Purpose

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

Program Outcomes for MAPT Graduates

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

Description and Duration

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

Course Load

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

Class Format

Class format is online, though students are free to enroll in courses offered on campus in Findlay and may need to do so for elective courses.

Non-Military Chaplaincy

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

Curriculum Plan

MAPT Requirements (10 Credits):

Foundations of Seminary Study
 The Ministerial Person
 Christian Ethics
 A Survey of the History of Christianity

Bible/Theology (15 Credits):

Theology I
 Theology II
 Interpreting God's Word and World
 Old Testament Foundations
 New Testament Foundations
 Other courses available for Students with previous credits.

Cultural Engagement Electives (6 Credits):

Church in Mission
 Church Growth
 Apologetics
 World Religions

Electives (12 Credits):

Pastoral Care and Counseling
 Homiletics
 Christian Worship
 Leadership Communication
 History and Polity
 Spiritual Formation
 Discipleship Ministries
 Spiritual Direction
 Formational Prayer
 Human Growth and Development
 Group Counseling
 Career Counseling
 Multicultural Counseling
 Counseling Children and Adolescents
 Family Relations
 Counseling the Dying and Grieving
 Addictions and Counseling

Class Standing

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

Requirements for Graduation

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

Suggested Course Sequence

Two-Year MAPT Schedule:

Year	Fall	Spring	Summer
1	CM 5810 The Ministerial Person IS 5100 Foundations for Seminary Study OT 5000 Old Testament Foundations	CH 540 A Survey of the History of Christianity Elective	Cultural Engagement Elective NT 5200 New Testament Foundations
2	IS 5150 Interpreting God's World and Word TH 5600 Theology I	TH 6610 Theology II Elective Elective	TH 6640 Christian Ethics Cultural Engagement Elective

Note: TH 6640 Christian Ethics is the capstone course for the degree and should be taken near the end of the program, after having completed the theology sequence (TH 5600 Theology I and TH 6611 Theology II).

DOCTOR OF MINISTRY (D.Min.)

Program Director: Dr. Kathryn Helleman (Interim)

Purpose

The Doctor of Ministry is an advanced, professionally oriented degree that prepares people more deeply for religious leadership in congregations, parachurch, non-profit, denominational and other settings, including appropriate teaching roles. The focus of the program is on integrating critical thinking and theological reflection, effective leadership skills, and personal development in order to create contextualized applications of the student's research in service of the church and the world.

Program Outcomes

1. Advanced theological integration that helps graduates effectively engage their cultural context with theological acumen and critical thinking.
2. In-depth contextual competency that gives graduates the ability to identify, frame, and respond to crucial ministry issues.
3. Leadership capacity that equips graduates to enhance their effectiveness as ministry leaders in their chosen settings.
4. Personal and spiritual maturity that enables graduates to reinvigorate and deepen their vocational calling.

Description and Duration

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

Program Elements

1. Research and Writing Methods courses provide practical and theoretical frameworks for the doctoral writing project.
2. Contextualized Learning Experiences provide exposure to diverse contexts and increased contextual competency.
3. Learning Threads aid in theological integration, leadership skills, and personal development.
4. Monthly cohort video-conference meetings are hosted by the Program Director. An 80% participation rate within each trimester is required for program completion. (Graded Pass/Fail on the basis of participation) During the writing continuation process, if applicable, students may continue with cohort members, be transferred to an appropriate continuing cohort, or may meet with the Program Director or Project Chair in the absence of a cohort.
5. The D.Min. Project requires each student to identify a research question, design, conduct, and report on their research, and complete a written project of 100-130 pages in length plus unlimited front and back matter and make a capstone presentation based on the research conducted.

Specialized Cohorts

In addition to students admitted into the ‘general’ track of the D.Min. program, Winebrenner’s D.Min. program will admit students to specialized cohorts following a published schedule. Enrollment in specialized cohorts requires that the student meet predetermined criteria. Students are admitted in any trimester for the general track and in specified trimesters for specialized cohorts.

Women’s Cohort: The cohort engagement and course work provide opportunities to explore the unique experiences of women in leadership and create a supportive environment as members explore their contributions to the church and world. Women who are active in ministry in congregations, parachurch, non-profit, denominational and teaching roles are eligible to participate in this specialized cohort.

The experience of women in ministry may differ significantly from their male peers. In some denominational settings the gifts of women are not fully recognized or supported. Even in egalitarian settings women’s experiences often include a significant challenge in balancing community, familial, and vocational commitments. Moreover, women can benefit from a supportive community that allows exploration of their unique perspectives while still providing the normative experiences of an advanced degree. The women’s cohort will include a monthly community of learner cohort meeting interspersed with gatherings with their male peers. Coursework will include material focused on the concerns of women in diverse ministry settings and seasons of life.

21st Century Leaders Cohort: The cohort engagement and course work provide opportunities to consider the shape of Christian ministry in the 21st Century and how the changing culture is impacting the work of the Kingdom. Ministry leaders who are active in congregations, parachurch, non-profit, denominational and teaching roles are eligible to participate in this specialized cohort.

21st Century leaders face unique challenges as they lead the church into this century. Changes in attendance and giving patterns, cultural changes, and the impact of technology require leadership skills that can respond effectively to this exciting and vibrant opportunity. The cohort will engage in course work designed to provide room for shared reflection and engagement around these critical issues. The 21st Century leaders cohort will include a monthly community of learner cohort meeting interspersed with gatherings with their other program peers. Coursework will include material focused on the concerns of leaders seeking the future of the Kingdom of God.

Global Missions Cohort: The cohort engagement and course work provide a forum to reflect on the work of reaching and working within multicultural settings, domestic or global. Ministry leaders who are engaged in or transitioning to settings where multicultural, global missions, domestic missions or service to unreached or marginalized people groups figure prominently are eligible to participate in this specialized cohort. Due to the nature of the cohort, coursework will take place online with the exception of summer contextualized experience courses.

The experiences and context of those engaged in global missions, multicultural settings and working with unreached or marginalized people groups are significantly different than those working within majority cultures. The cohort will provide a setting for shared experiences despite the variety of cultures in which participants are engaged. The global mission cohort will include a

monthly community of learner cohort meeting interspersed with gatherings with their other program peers. Coursework will include material focused on the concerns of leaders seeking to reach the world for the sake of the Kingdom of God.

Qualifications of Applicants

- Applicants for the Doctor of Ministry degree program must meet the following prerequisites:
 - Applicants must possess an ATS accredited Master of Divinity (M.Div.) degree or an accredited Master's degree with a minimum of 51 credits in an area related to one's ministry setting or vocational calling.
 - Applicants must give evidence of ability to do doctoral-level work as indicated by a minimum cumulative grade point average of 3.0 (on a 4.0 scale) at the graduate level.
 - Applicants must have three years of ministry experience. Applicants with less than three years of ministry experience may provide proof of alternative life experience for three or more years in other types of professional, business and/or military service.
 - Applicants must be involved in a current ministry context and remain in ministry throughout the duration of their doctoral program. It should be noted that ministry settings beyond parish ministry, such as but not limited to, chaplaincy, para-church settings, educational settings, and denomination settings are considered appropriate ministry contexts.
- The Admissions Committee may, at times, admit an applicant on probation with a cumulative GPA below 3.0. The reason for granting admission on probation is evidence presented by the applicant that 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.
- Applicants are required to provide a 2000-2500 word Ministry Assessment Essay.

Ministry Assessment Essay

The 2000-2500 word Ministry Assessment Essay is one important evaluative component of the entrance process at Winebrenner Theological Seminary. It will be used by the D.Min. Director to assess a prospective student's writing ability and potential for success in the D.Min. program, and will be evaluated on these academic writing criteria:

Purpose—establishes a clear focus for the essay

Organization—presents a logical order, flow of thought, and sequence

Content—develops information in a complete and relevant manner

Style—uses effective words and displays a professional tone

Grammar—demonstrates knowledge of proper grammar, punctuation, and spelling

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

The applicant should respond to the following writing prompt:

The Doctor of Ministry program seeks to expand the student's capacity for critical thinking and theological reflection, enhance effective leadership skills, and encourage personal development in order to create contextualized applications of the student's research in service of the church and the world. Please reflect on your current self-understanding of your ministerial identity and vocational calling, your readiness to engage in ongoing personal and spiritual formation for ministry, and your perspective on how participation in the D.Min. program will impact your capacity to understand and adapt your ministry to your cultural context. Your response should include theological and biblical perspectives that inform this understanding.

Transfer of Credit

Students qualified for admission into the WTS D.Min. program may be permitted to transfer D.Min. coursework from another ATS-accredited institution which may not exceed two-thirds of the program's total credits. Transfer from other terminal degrees is at the discretion of the Academic Dean.

Advanced Standing

In limited circumstances students may be eligible for advanced standing not to exceed one-third of the program credits.

Required Courses

6 Credits	Research and Writing Methods	<ol style="list-style-type: none"> 1. Research Methodology 2 cr 2. Writing Methodology 2 cr 3. Theological Reflection 2 cr
8 Credits	Contextualized Learning Experiences	<p>Students complete 2 courses from the following offered in rotation:</p> <p>Urban Experience (includes The Pastor as Public Theologian) 4 cr</p> <p>Spiritual Communities Experience (includes Developing Healthy Spiritual Communities) 4 cr</p> <p>Cross Cultural Experience (includes Cross Cultural Communication for Ministry) 4 cr</p>
12 Credits	Learning Threads	<p>Students complete 4 courses from the following or similar courses offered in rotation (does not include courses taken in contextualized learning experiences):</p> <ol style="list-style-type: none"> 1. Perspectives in Crisis, Trauma, and Grief 3 cr 2. Prophet Priest and Sage: Models for Ministry 3 cr 3. Incarnational Leadership for a Fluid Age 3 cr 4. Conflict Management & Resolution 3 cr 5. Missional Context and Design 3 cr 6. Transformational Preaching 3 cr 7. Evangelicalism & the Dynamics of Social Power 3 cr 8. Contemporary Issues in Evangelical Theology 3 cr 9. Gender and a Theology of Work 3 cr
5 Credits	Directed Learning	<ol style="list-style-type: none"> 1. Research/Writing 3 cr 2. Presentation and Final Project 2 cr 3. Writing Continuation Courses 0 cr
0 Credits	Community of Learning	Monthly cohort/community video-conference meetings. 80% attendance overall required.
31 Credits Total		

Requirements for Graduation

The Seminary will confer the Doctor of Ministry degree on students who complete the 31 credit hours required in the program with a minimum cumulative 3.0 grade-point average, have met the requirements for graduation, have been recommended by the faculty, and are affirmed by the Winebrenner Board of Trustees.

COURSE DESCRIPTIONS

Clinical Counseling

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

CC 5000 Introduction to Clinical Mental Health

This course introduces students to the history of the counseling profession, professional issues and trends, theoretical orientations, practice settings and modalities, the mental health system, and professional identity and advocacy. *Prerequisite: IS 5100 (3 hours)*

CC 5050 Counseling Theories

This course provides an overview of counseling theories and examines the philosophical systems underlying those models. This course also examines the basic concepts of counseling such as definitions, interviewing, case conceptualization, clinical procedures, and other skills necessary to practice a variety of counseling theories and techniques in clinical settings. *Prerequisite: IS 5100 and CC 5000 (3 hours, MACC students only)*

CC 5120 Helping Skills

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

CC 5150 Human Growth and Development

This course provides an overview of the various theories of human growth and development throughout the lifespan and their implications for counselors. Genetic/biological, physical, social/cultural, emotional, and intellectual bases of human development are explored. *Prerequisite: IS 5100 and CC 5000 (3 hours)*

CC 5200 Group Counseling

This course provides students an opportunity to learn about group theory and techniques along with group dynamics and process through class discussion and via an experiential component. Students will examine group stages, types of groups, styles of leadership, and pre- and post- group assessment. Students will also gain competencies in designing, utilizing, and facilitating groups. Multicultural and ethical considerations will also be addressed as they pertain to groups. *Prerequisite: IS 5100, CC 5000, CC 5050, and CC 5120 (3 hours)*

CC 5250 Career Counseling

This course presents a scaffold for understanding career development issues and stages. It equips students with skills to enable them to provide lifestyle and career assessments as well as assist clients with setting goals and implementing a plan of action. *Prerequisite: IS 5100 and CC 5000 (3 hours)*

CC 5300 Multicultural Counseling

This course trains students to be culturally competent by discussing the impact of culture on the counseling process as well as understanding cultural differences (e.g., race, gender, sexual orientation, SES, religion). This course prepares students to evaluate self-concept, forgiveness, and suffering from a client's perspective. *Prerequisite: IS 5100 and CC 5000 (3 hours)*

CC 5400 Legal and Ethical Issues in Counseling

This course introduces students to ethical standards for the profession and to the research relevant to the ethical behavior of counselors in mental health settings. Students will learn important legal developments related to confidentiality, testing, research, and supervision. They will apply ethical and legal standards to complex cases through examination and utilization of ethical decision-making models. *Prerequisite: IS 5100 and CC 5000 (3 hours, MACC students only)*

CC 5450 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 5100, CC 5000, and CC 6050 (3 hours, MACC students only)*

CC 6000 Research and Evaluation

This course presents an introduction to counseling research methods. It will review research and evaluation processes, concepts of validity, issues of reliability, research designs, and common statistical tests. Students will learn to critique professional research articles, conduct simple quantitative and qualitative research, write a counseling research proposal, and translate research into practice. *Prerequisite: IS 5100 and CC 5000 (3 hours)*

CC 6050 Psychopathology

This course describes specific aspects of personality theory and cultural and biological factors which contribute to an understanding of abnormal behavior and psychopathology as they affect a wide range of individuals from childhood through adulthood. *Prerequisite: IS 5100, CC 5000, CC 5050, and CC 5120 (3 hours, MACC students only)*

CC 6100 Treatment of Mental and Emotional Disorders

This course presents students with methods used in the treatment and management of mental disorders including intake practices, mental status assessment, treatment planning, record keeping, referral procedures, and use of psychotropic medication. *Prerequisite: IS 5100, CC 5000, CC 5450, and CC 6050 (3 hours, MACC students only)*

CC 6150 Personality Assessment

This course presents advanced concepts for the assessment of personality using objective assessment instruments. The course will also focus on the development, structure, administration, and interpretation of objective personality instruments. Practical and scientific aspects will be addressed. This course is designed to give students basic skills needed to administer, score, interpret, and report findings of objective personality tests. The primary test which will be presented is the MMPI-2. Other objective personality tests will also be reviewed. *Prerequisite: IS 5100, and CC 5000 (3 hours)*

CC 6200 Counseling Children and Adolescents

This course prepares students to work effectively with children and adolescents by using assessment procedures specific to children and adolescents in diagnosis and treatment planning. Students will learn and implement various evidenced-based prevention and intervention strategies for counseling children and adolescents. *Prerequisite: IS 5100, CC 5000, CC 5450, and CC 6050 (3 hours)*

CC 6500 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 6550 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 6600 Addictions and Counseling

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

CC 6900.1-99 Specialized Studies in Clinical Counseling

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

CC 7000 Practicum in Clinical Mental Health Counseling

This course provides field experience in a professional counseling setting with supervision from an on-site licensed Professional Clinical Counselor. *Prerequisites: IS 5100, CC 5000, CC 5050, CC 5120, CC 5150, CC 5200, CC 5250, CC 5300, CC 5400 and CC 5450, CC 6000, CC 6050, CC 6100, CC 6150, CC 6200 (3 hours, MACC students only)*

CC 7050 Internship in Clinical Mental Health Counseling I

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

CC 7100 Internship in Clinical Mental Health Counseling II

This course is a continuation of Internship in Clinical Mental Health Counseling I. Students are under the guidance of 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 7050 (3 hours, MACC students only)*

Church History

CH 5400 A Survey of the History of Christianity

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

CH 5410 The Early Church (1000-5000)

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 5420 Medieval Christianity (5000-1500)

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 5430 Christian Faith in the Modern Age (1500-)

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

CH/TH 6690 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 6900.1-99 Specialized Studies in Church History

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

CH 7180, 7190 Independent Research in Church History

See Independent Research section for procedures and regulations.

Christian Ministries

CM 5740 Transformational Leadership in a Complex World

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

CM 5750 Managing Change and Conflict in Organizations

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

CM 5760 Strategic Ministry Development

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

CM 5770 Biblical Models of Leadership

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

CM 5780 Incarnational Leaders for a Fluid Age

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

CM 5810 The Ministerial Person

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

CM 5820 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 5150 Navigating Leadership in a Complex World.) (3 hours)

CM 5830 Pastoral Care and Counseling

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

CM 5840 Homiletics

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

CM 5850 Discipleship Ministries: Christian Formation

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

CM 5860 Christian Worship

Students demonstrate understanding of the principles and processes of designing and leading corporate Christian worship. They develop a biblical theology of worship that expresses itself in the practice of Christian worship; examine the background and practice of various styles of worship; design and lead worship services that are theologically and contextually appropriate;

explore wedding and funeral services as unique worship services, and prepare to administer the ordinances/sacraments. *(3 hours)*

CM 5900 Leadership Communication

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

CM 5960 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 5980 Sacred Sexuality: A Theology of Sexuality

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

CM 6700 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 6870 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 6880 Spiritual Formation

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

CM 6900.1-99 Specialized Studies in Church Ministry

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

CM 7860.1-3 Supervised Ministry

Students demonstrate the integration of their previous and current seminary coursework with the practice of ministry under direct supervision. Students will spend three trimesters of ministry in approved church/parish para-church, or non-church sites or settings, and engage in a theologically

reflective practice of ministry. This course draws upon the best principles and practices of adult education such as learning contracts, collegial dialogue and interaction, peer consultation, and self-review. Various methods will be used to evaluate students' personal and professional growth. *(1 hour per trimester, students complete three trimesters of this course in a one-year sequence.)*

CM 7180, 7190 Independent Research in Christian Ministries.

See Independent Research section for procedures and regulations.

Doctor of Ministry

CM 8350 Transformational Communication

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

CM 8400 Formed in Christ in and for Community

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

CM 8470 Emotionally Healthy Leadership

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

CM 8550 Missional Context and Design: New Realities for Engaging the Church

Students will demonstrate an understanding of and commitment to researching their communities and identifying peoples' beliefs, worldviews, perspectives, needs, risks, traditions, and a number of other critical factors that affect their individual and collective identities. Compassion, respect, and dignity will be affirmed for all people by ministering to persons without regard for apparent dissimilarities. The focus of this course is to investigate comprehensive ways of understanding culture analytically and incarnationally, with the goal of positively impacting the mission of the church. *(3 hours, D.Min. students only)*

CM 8578 Incarnational Leaders for a Fluid Age

Contemporary Christian leaders must learn how to lead like Jesus in an age of constant change. The roots of character and spiritual formation for leaders will be explored as foundational to leadership in constant change. Self-leadership will be explored to include the three domains of

self-awareness (knowing your value as well as what derails you), self-confidence (knowing your abilities as well as your blind spots), and self-efficacy (Adjusting to feedback, thriving in adversity, innovating). It will include knowing one's self and what the individual needs to be healthy; it also includes exploration of the gifts of others around the individual who would make a strong team. (3 hours, D.Min. students only)

CM 8600 Spiritual Leadership

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

CM 8710 Conflict Management & Resolution

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

DM 8000 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 8100 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 8900, 8910 Independent Research

An independent research course utilizes a directed-study format to guide the student in specific areas of inquiry related to their research project. Students are limited to two independent research courses in their curriculum plan. The D.Min. Director provides oversight in designing the independent research course pending approval by the Student Success and Records Coordinator and Academic Dean. (3 hours, D.Min. students only)

IS 8350 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)

IS 8420 Evangelicalism and Dynamics of Social Power

In this course, students will consider Christian responses to matters of social justice. Themes of justice and reconciliation will be identified and described as they appear in Scripture, as well as how they have been applied in various historical contexts. Insights from the foregoing analysis will be evaluated as students turn to reflect upon contemporary questions of race, gender, and economic inequality. Finally, methods and models of social engagement will be illustrated and assessed. Students will develop a theology of social justice to be applied in their respective ministerial contexts. (3 hours, D.Min. students only)

IS 9000 Research Methodology

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

IS 9000.1-3 Project Research and Writing

Students demonstrate skill in performing advanced ministry research by selecting a ministry problem, preparing a project prospectus, gathering appropriate resources, organizing an effective research model, evaluating the results, and presenting a final research project report. (1 hour each, D.Min. students only)

IS 9100 Symposium Research

Students present and defend their four-year research study as a capstone presentation by explaining the context of the research problem, research methodology utilized, findings, conclusions, and recommendations. A prerequisite for this course is the submission of a satisfactorily completed doctoral research project. (2 hours, D.Min. students only)

IS 9010 Writing Methodology

As a critical step in the doctoral writing process, students evaluate their preparedness for writing the doctoral project. Students are oriented to the doctoral writing process, the role of the project team, the style manual, and other writing tools. Elements of the finished project, front matter, core content, and back matter are discussed. An initial draft of the project research question in

prospectus form is completed. Students initiate an annotated bibliography to inform their literature review. (2 hours, *D.Min. students only*)

OT 8120 Prophet Priest and Sage: Models for Ministry

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

TH 8010 Perspectives in Crisis, Trauma, and Grief

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

TH 8020 Theological Perspectives on the Intersection of Gender and Work

God's original design, Imago Dei, informs our perspectives on identity as related to work and gender. Students demonstrate a theological understanding of the purpose of work in society and God's kingdom, as well as a biblical view of women and men in ministry and work. Special attention will be paid to God's original design, Imago Dei, women and men in diverse ministry settings, and the role of daily, secular work in the mission of God. With a practical theology approach, students will be challenged to grapple with their practiced belief system as it pertains to women and men in leadership, the priesthood of all believers, and a believer's approach in the secular workplace. (3 hours, *D.Min. students only*)

TH 8030 The Pastor as Public Theologian

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

TH 9020 Theological Reflection

Students demonstrate understanding of Christian ministry through selected readings and the theological case study reflection method. Students bring the biblical, theological, historical, spiritual, and practical resources of the Christian faith to bear on the case studies they provide from their own ministries. (2 hours, *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. (*3 hours each, D.Min. students only*)

Integrated Studies

IS 5100 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 5150 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 5870 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 5880 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 5890 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 6900.1-99 Specialized Integrated Studies

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

IS 7180, 7190 Independent Research in Integrated Studies

See Independent Research section for procedures and regulations.

New Testament

NT 5200 New Testament Foundations

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

NT 5210 Greek Grammar

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

NT 5220 Greek Exegesis

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

NT 6260 Synoptic Gospels

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

NT 6270 Studies in Paul

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

NT 6280 Gospel of John

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

NT 6290 Book of Revelation

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

NT 6310 Letters to Timothy and Titus

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

NT 6320 Hebrews and General Epistles

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

NT 6370 Studies in Luke-Acts

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

NT 6900.1-99 Specialized Studies in New Testament

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

NT 7180, 7190 Independent Research in New Testament

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

Old Testament**OT 5000 Old Testament Foundations**

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

OT 5010 The Pentateuch

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

OT 5020 The Prophets

Students 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 6050 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 6060 Hebrew Grammar

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

OT 6070 Hebrew Exegesis

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

OT 6120 Seminar in Holy Land Studies

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

OT 6900.1-99 Specialized Studies in Old Testament

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

OT 7180, 7190 Independent Research in Old Testament

See Independent Research section for procedures and regulations.

Theology**TH 5000 A Survey of Christian Theology**

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

TH 5600 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 6610 Theology II

Students demonstrate understanding of the continuing study of Christian doctrine. Students study the work of theologians and form their own affirmations regarding the person and work of Jesus Christ, the ministry of the Holy Spirit, the Church and the consummation of all things in the kingdom of God. Students will continue to build their own personal doctrinal statement. *Prerequisite: TH 5600 (3 hours)*

TH 6640 Christian Ethics

Students demonstrate understanding of the nature of personal and corporate moral decision-making. They identify and evaluate methods of moral decision-making and scriptural models for

moral deliberation. Various types of case studies are used to practice applying the methods to specific moral issues. (This is the capstone course for M.Div. students.) *(3 hours)*

TH/CH 6690 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 6900.1-99 Specialized Studies in Systematic Theology

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

TH 7180, 7190 Independent Research in Theology

See Independent Research section for procedures and regulations.

GENERAL ACADEMIC INFORMATION FOR DEGREE PROGRAMS

ADMISSIONS

Admission Policy

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

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

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

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

Admission Requirements

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

Additional Admission Options

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

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

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

Educational Journey Applicants -- BA equivalency

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

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

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

Life Exploration Applicants

Winebrenner Theological Seminary may admit applicants to the M.Div. or MAPT program without a baccalaureate degree or its equivalency. There are two sets of criteria from which the applicant may choose.

Option 1: Applicants will demonstrate the following criteria:

1. Oral and written Communication

- a. A successful writing sample will be submitted that demonstrates competent college-level writing as determined by a team of Winebrenner Theological Seminary qualified faculty and staff.
 - b. An interview with members of the Winebrenner faculty and/or staff is required.
2. Successful experiential learning
 - a. Documentation of ministry experience greater than or equal to seven years and demonstrating increasing levels of responsibility.
 - b. Complete a spiritual profile.
3. Critical Thinking. The applicant is required to take the Miller Analogies Test (MAT) and achieve a result of 400 or greater.
4. Relating to community
 - a. A letter of recommendation from a ministry network or denominational representative.
 - b. A letter of recommendation from a vocational colleague.

Option 2:

1. Pass 3 approved Winebrenner courses through the Institute for Christian Studies with at least a B+. Approved courses will include a mixture of the following three criteria:
 - a. Critical Thinking
 - b. Written Communication
 - c. Oral Communication
2. Document ministry experience greater than or equal to seven years and demonstrate increasing levels of responsibility.
3. Relating to a community:
 - a. A letter of recommendation from a ministry network or denominational representative.
 - b. A letter of recommendation from a vocational colleague.

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

D.Min. Admission without M.Div. Degree

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

Admissions Statuses

Accepted Student

Probationary Admission Status

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

A student may be placed on dispositional probation upon admission, subject to a majority vote of the admissions committee.

Conditional Status

At the discretion of the Admissions Staff and committee, persons with incomplete files may be conditionally admitted to begin taking classes for one term. The missing aspects of the file must be completed before registering for a second term.

Non-Degree Seeking students

Persons not enrolled in a degree program and who have a minimum cumulative undergraduate GPA of 3.0 may register for up to seven courses, after which time they must appeal to the Academic Dean for continuance. The admission process for non-degree seeking students shall be the same as the MDiv and MAPT process. In all respects, such students shall be treated as any other student, except for financial aid and named-scholarship awards. If taking Winebrenner credits to transfer to another school, the burden is entirely on the student to know the policies of the receiving school pertaining to acceptability of courses.

Transfer Credit and Advanced Standing

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

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

Advanced Standing. Applicants are given credit or advanced placement for graduate work taken previously which has been transferred to an undergraduate program according to current accrediting

standards. Credit may be given for courses taken previously at an undergraduate level according to the standards of advanced placement as currently defined by accreditation standards. Advanced standing may be given up to one-third of the total credits required for a degree, provided the student is still able to demonstrate degree outcomes.

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

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

Successful examinations will count as part of the advanced standing credits percentage of a degree.

Shared Credits. Students having obtained a graduate degree (either at Winebrenner or other school with CHEA recognized accreditation) may transfer credits from that degree into an additional degree at Winebrenner, up to one half of the new degree program (two-thirds for the master of divinity program). The Winebrenner transfer policy will govern acceptable courses. The student must have coursework that demonstrates all program level outcomes and might be asked to demonstrate achievement of those outcomes, on a case-by-case basis. Such requests will come from the Academic Dean in collaboration with the program director.

Background Check Policy

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

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

TECHNOLOGY STANDARDS

Computer Policy

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

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

Computer Software

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

Logos Scholar's Library is the standard Bible software package that is recommended for all students to purchase directly from the Logos website at 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 computers 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, which guides all internet usage on campus.

Cell Phone Usage

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

ACADEMIC STANDARDS

Credit Hour Definition

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

Delivery Types

Collective Learning – Lecture or active learning takes place primarily in a physical classroom setting.

Learning Threads – Variety of voices -- it may be online or on-the-ground. It could make use of online discussion boards, scholar-driven forums, student driven think-tanks, or seminars where everyone participates in discussion weekly.

Learning on the Go – Geographically distributed students learn while on the go, using scheduled Zoom sessions.

Timeless Learning – Students learn from developed audio-video content.

Directed Learning – A student learns through directed, independent research, either at the masters or doctoral research level. Subject to policies herein.

Applied learning (Field Education) – Students apply classroom learning in hands-on environments, producing subsequent additional learning. Subject to program level policies and germane handbooks.

Learning Pathways – Distributed students learn through a learning center with a pathway partner.

Contextual Learning – Students learn from one or more contexts moderated by an instructor. (DMin Only)

Distance Delivery Models

The MAPT is offered exclusively through distance delivery. The D.Min. degree is offered primarily through distance delivery with an annual summer intensive. The M.Div. and MACC degrees make use of distance delivery for certain courses.

Classroom Status

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

Audit of Courses

Individuals who want the opportunity to take one or more courses per trimester but do not desire seminary credit may apply as auditors. An auditor may participate in all class functions but will not be held accountable for tests or assignments, nor will the auditor receive a grade or credit. To enroll as an auditor, students must submit an application. A bachelor's degree may not be required. Auditors will be enrolled in the course only after all degree students have been enrolled.

Auditor Covenant

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

Grading System

While a course may have several educational goals, one single grade is given for student performance in that course. 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 requirements 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.

Grade Scale

Letter Grade	Percentage
A+	99-100%
A	94-98%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-73%
F	Below 70%
I	Incomplete
W	Withdrawn

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

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

Pass/Fail Courses

Practicum, Internship 1 and 2, as well as Doctor of Ministry writing project courses are graded on a pass/fail basis. Submitted work must satisfactorily complete assignments, as explained in related syllabi. Any work that is not satisfactory, or not submitted, will result in failing those courses.

Repetition of Courses

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

Academic Probation and Dismissal

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

Professional Disposition Remediation and Probation

If a significant concern about a student's professional disposition be identified through repeated issues in contact with faculty and/or administrators, three options are available. The student may be given a remediation plan; the student may also be placed on professional disposition probation; the student may be recommended for dismissal, following the process outlined in the Catalog.

The following *remediation procedures* should be followed:

- The student will be formally notified by the Academic Office of the specific problem areas noted by the faculty.
- A plan to remedy the problem(s) will be developed in conjunction with the student, student's advisor and the Student Success and Records Coordinator (who shall advocate for the student's interests).
- This remediation plan will (a) define the student's problem(s), (b) identify the expected behavior or attitude goals, (c) specify possible remediation methods to reach those goals, and (d) designate a date for goal attainment, which shall not exceed the length of a full academic term.
- The remediation plan shall be approved by the Academic Dean before implementation.

- If the conduct warrants, a recommendation may be made to the Academic Dean that the student be placed on Dispositional probation or dismissed from the seminary. Dismissal will follow the procedures outlined in the Catalog.
- In the event the student will not accept the terms of the remedial plan, (s)he may be placed on dispositional probation immediately.

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

1. As the student grows, the specified concerns may no longer present a significant problem. The student will be removed from remediation and continue in the program.
2. A decision to continue remediation, update the remedial plan, and set a date for a subsequent re-evaluation, no longer than the length of a full term. A third remediation plan shall not be approved without the Seminary President's approval.
3. If improvement is only mild, the faculty will recommend to the Academic Dean that the student be placed on probation.

When a student is on professional disposition probation, financial scholarships may be removed. The student will not be eligible to be a graduate student assistant. The student will not be eligible for field work. Professional disposition probation may last one term, initially. At the end of that time, a re-evaluation shall take place. Continuing probation shall require approval from the student's advisor, the Academic Dean, and the Seminary President. If the student does not show growth progress throughout the duration of probation, the student may be dismissed from the program. The student may willingly choose to leave the Seminary. If a student is dismissed while on probation, or willingly decides to leave, three full terms must lapse before they may return. Probation will continue upon return.

Registration for Courses

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

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

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

Changes in Registration, Additions, and Withdrawal

Changes in registration and adjustments of the student's academic schedule must be approved by the Student Success and Records Coordinator. Courses may not be added after the first week of the trimester.

Grading: Courses dropped after the first session will be recorded as Withdrawn (W). Courses dropped after the seventh week of a 12-week course, will be automatically recorded as F. If the withdrawal was precipitated by life situations outside of the student's control, the grade can be commuted to W only by the action of all three: the Instructor (Program director, if adjunct faculty), Student Success and Records Coordinator, and Academic Dean. The student must make the appeal through email to the Academic Dean's office. Any withdrawal due to extreme health issues will be handled on a case-by-case basis by the Academic Dean, who may refer it to the President's Council. The resulting grade will not be expunged from the student's record if the course is retaken at a later date. (See the Financial Information section of this catalog and its statement regarding the refund of tuition and fees for further details.)

Change in Registration Status: If a student wishes to change his or her registration status in a course (either from credit to audit or vice versa), the student must notify the Student Success and Records Coordinator before the second week of class.

Policy for Students Experiencing a Federal/State Agency Required Deployment

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

The student will:

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

The professor will:

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

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

The student will:

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

The Office of the Student Success and Records Coordinator will:

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

Time Limits for Completion of Master's Degrees

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

Graduation

Matriculation at Winebrenner Seminary culminates with graduation. Students who have completed their course of study by successfully accumulating sufficient credits for their program of study, will be eligible for graduation, as long as their GPA meets the standards articulated in the Catalog. Further, a student must be enrolled in Winebrenner at the time of completion and in good standing with the Seminary in terms of discipline, academics, and finances.

Winebrenner has one graduation Commencement ceremony annually, at the conclusion of the Summer term.

Students expecting to graduate must complete an application for graduation during the winter term of the year they expect to graduate. The Student Success and Records Coordinator will review student degree audits and send the form to students who appear to be qualified. If a student anticipates graduating, they should contact the Academic office if they have not been contacted by week 8 of the winter term. Completion of the graduation application form is the student's responsibility.

A list of names will be presented to faculty, who recommend potential graduates to the Academic Dean, who presents it to the Seminary President. Graduates must be approved by the Board of Trustees, according to the policy set forth in the Winebrenner Handbook of Operations.

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

Commencement Ceremony

The Commencement Ceremony is a spiritual event, as the culmination of being equipped for service in God's Kingdom. Participation is strongly encouraged by all graduates. All academic work must be completed prior to participation, including final paperwork for Applied Learning (field education) courses.

An appeal may be made to the Academic Dean if the graduate believes there are extenuating circumstances regarding their eligibility to participate in Commencement. The Dean may consult faculty. Final approval of participation in Commencement rests with the Seminary President.

Exit Interview

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

Disability Support

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

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

Late Work, Class Absences, and Extensions

Late Work During the Term.

A student who submits assigned written work late during the trimester, when the lateness is not due to a serious illness or death of a family member or extreme life/ministry situations outside his/her control, will have his or her grade on such late work reduced a total of 10% for the first week's lateness (from one to seven days). The reduction will be an additional 10% for the second week's lateness (from eight to fourteen days, for a cumulative total of 20% penalty); and another 10% for the third week's lateness, after which the grade on the late work becomes an F. This same policy will also apply to scheduled examinations or tests. Students may petition the instructor in writing for an exception to this policy. When such exceptions last longer than the initial one week, the Academic Dean's office shall be notified by the instructor.

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

Absence from Class(es).

Regular attendance of classes is an integral part of successful learning in all course delivery types. Seminary students are training to be professionals responsible for the welfare of others, whether in ministry vocations, academic settings, or counseling situations. Class attendance, arriving on time, and participation are essential in order to evaluate the student's preparedness and, therefore, may constitute a portion of the student's final course grade.

Extension Requests

The purpose of an extension is to make a provision for an additional allotment of time to complete course work. To qualify, a student must be experiencing serious illness, the death of a family member, or a significant life/ministry situation outside his/her control. "Significant situations" are at the discretion of the Academic Dean with appeal to the Seminary President. 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. "Poor planning" by the student does not constitute an acceptable significant situation. The Academic Dean may consider the number of course extensions requested by the student in various terms. The Academic Dean may deny a student's enrollment in a term if the student has an extension from the previous term.

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

D.Min. students are not permitted to register for their next IS 9000 Project Research & Writing section until the previous section has been graded.

Inclement Weather

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

Coursework*Syllabi*

The syllabi will be available by the faculty member who is teaching the course in Populi. It is the student's responsibility to download the syllabi; no syllabi will be sent to students.

Textbooks

Students are responsible for acquiring their own textbooks from a source such as Amazon (which offers free shipping and discounts for students), CBD, or a local book retailer. Textbooks should be purchased before the first class meeting, as preliminary assignments are typical in graduate

studies. The list of texts for each course is found in the individual course syllabus and should be ordered by the listed International Standard Book Number (ISBN). Current textbook pricing is available by inputting the ISBN's located in each class syllabus into any book supplier's website, such as amazon.com, textsurf.com, or booksprice.com. Pricing for instruments related to assessments and/or course-specific requirements may be found within the course syllabus.

Writing Style Formats

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

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

*See syllabi for the current edition.

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

Course Evaluations

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

Special Study Opportunities

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

Independent learning

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

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

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

Directed Learning

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

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

Master's Programs Progress Review

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

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

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

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

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

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

Change of Program

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

Program Director. Students will receive written notification of the approval or dismissal of their request.

Student Employment

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

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

Graduate Student Assistantships

- Winebrenner faculty and students benefit one another and the Seminary as they engage in collaborative research projects.
- Theological research and reflection will nurture the vision of academic excellence and critical thinking in the Seminary and our sphere of influence.
- Research and writing expand the theological and clinical inquiry, network, and stature of the Seminary, and provide incentives for faculty and graduate students to achieve higher levels of proficiency within their fields of inquiry.
- Student aid funds are earmarked for student assistantships.
- All graduate assistantships range from 10 to 20 hours per week for a 12-week trimester. Although there may be weekly variation in the workload of a graduate assistant, the workload should not be too heavy or too light in any week. The schedule may not fall outside of these boundaries more than one week per term without approval from the Academic Dean. Either overuse or underuse may become the basis for future approval decisions of particular faculty oversight. In extreme cases, GSA resources may merit reallocation by the Academic Dean. The student may appeal their schedule to Academic Dean if they believe it falls outside the signed agreement. Eligibility standards and guidelines.
- Tuition Remission: A graduate student assistant may receive credit for an elective independent research course based on research work done as a GSA. The stipend is the waiver of tuition for the course upon completion of the project, which is indicated by the faculty member assigning the student a grade. Total GSA credits across the Institution will be limited annually based on a ratio of 3% of the FTE for tuition remission. In the event that more applications are received, the Academic Dean should consider: inclusion of diverse faculty involved in research assistantships, student aptitude for research and then professorial rank. GSA students already on full tuition remission will not be eligible for further remission or compensation but are eligible as a graduate student assistant; therefore, such students do not count toward the Institutional ratio calculation. All GSA responsibilities must fall within the law and accreditation guidelines.

Graduate Assistantship (GSA)

Faculty may apply for a graduate student to assist them in a specific research project or teaching assignment connected to a specific course. Occasional GSAs are not intended for projects in

which the student is not producing original work, providing classroom assistance, or engaging in teaching-related activity.

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

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

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

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

STUDENT SERVICES AND GUIDELINES

Standards of Life

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

Winebrenner Theological Seminary strives to create and promote an atmosphere that will encourage the members of the Seminary community to develop the highest degree of maturity (teleios—whole, mature, complete: Matthew 5:48; James 1:4; Ephesians 4:13). Each person is to live as a responsible, interdependent member of the Seminary community and the Christian community of which she or he is an active participant. Each member of the Seminary community should seek to live up to Christian ethics and morality as defined by the Scriptures. The principle of Christian liberty and expediency defines a life of yieldedness and reciprocal fellowship in the Christian community that is a warrant against legalism and hypocrisy (I Corinthians 8 & 9; Ephesians 4:14-16).

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

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

Inclusive Language

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

Student Responsibilities

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

Respect for All Students, Faculty, and Staff

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

Classroom Disruption

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

Academic Integrity

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

Dishonesty includes but is not limited to copying from another's 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 dismissed from the Seminary and be noted on the student transcript.

Copyright Infringement Statement

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

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

Grade Dispute

When a student wishes to dispute a grade assigned in a course, it may be disputed. The student should contact the Academic Dean. This appeal process must be started within three weeks of the grade in dispute being posted. The student's program director (or, in the event the program director is involved in the dispute, a suitable faculty substitute as chosen by the Academic Dean), and the President of the Seminary or the Academic Dean shall serve as a Committee of Arbitration, whose decision shall be final. The process will be completed within 90 days from the end of the trimester.

Title IX Policy

I. Scope of Policy

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

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

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

II. Title IX Coordinator

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

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

III. Prohibited Conduct Under This Policy

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

A. Sex/Gender Discrimination

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

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

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

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

- Offering higher academic grades to students of a particular sex/gender;
- Silencing students of a particular sex/gender in classroom discussion;
- Referring to members of a particular sex by a derogatory name related to their sex.

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

B. Sex/Gender Harassment

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

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or grade in a program, course, or activity;
- Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting an individual; or
- Such conduct is sufficiently pervasive, offensive, or abusive to have the purpose or reasonable effect of interfering with an individual's work or educational performance, or creating an intimidating, hostile, or offensive work environment, under both an objective and subjective standard. A single incident may create a hostile environment if the incident is sufficiently severe.

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

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

C. Sexual Harassment

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

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

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

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

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

- Making sexual propositions or pressuring for sexual favors;
- Touching of a sexual nature;
- Writing graffiti of a sexual nature;
- Displaying or distributing sexually explicit drawings, pictures, videos, or other materials;
- Performing sexual gestures or touching oneself sexually in front of others;
- Spreading sexual rumors or rating other students or employees as to sexual activity or performance;
- Circulating or showing e-mails or websites of a sexual nature;
- Direct or implied threats that submission to sexual advances is a condition of employment, promotion, good grades, recommendations, etc.;
- Sexually explicit jokes or statements, questions, or remarks about sexual activity or experience;
- Physical assault of a sexual nature.

D. Non-Consensual Sexual Intercourse

Non-Consensual Sexual Intercourse is either of the following:

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

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

E. Non-Consensual Sexual Contact

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

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

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

F. Stalking

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

For purposes of the definition of Stalking under this Policy:

- A "course of conduct" means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.
- A "reasonable person" means a reasonable person under similar circumstances and with similar identities to the victim.
- "Substantial emotional distress" means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

G. Intimate Partner Violence

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

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

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

H. Sexual Exploitation

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

- The non-consensual viewing of nudity of another;
- The non-consensual streaming of images of sexual activity;
- The non-consensual sharing or posting of nude images of another;
- The non-consensual recording of individuals in locations in which they have a reasonable expectation of privacy (such as restrooms or locker rooms) even if the images do not capture nudity;
- Intentionally exposing one's genitals to another person in non-consensual circumstances;
- Knowingly exposing another to a sexually transmitted disease under circumstances that could reasonably lead to transmission of the disease; and

- Inducing incapacitation of another via drugs and/or alcohol for purposes of making that person vulnerable to non-consensual sexual conduct or non-consensual sexual contact.

I. Retaliation

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

The Seminary and no person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in a Title IX investigation, proceeding, or hearing.

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

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

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

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

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

IV. Related Definitions

A. Consent

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

Additional considerations include:

- Lack of protest or resistance is not consent. Nor may silence or inaction, in and of itself, be interpreted as consent.
- Previously consensual sexual activity does not imply consent to future sexual activity.
- Consent must be obtained for every sexual activity. Consent to one form of sexual activity does not constitute consent to all forms of sexual activity.
- To give consent, one must be of legal age. Under Ohio law, individuals under the age of 13 cannot give consent. Individuals at least 13 years of age but under the age of 16 cannot give consent to individuals that are 18 or older.
- Consent must be present throughout sexual activity and may be withdrawn at any time. If there is confusion as to whether there is consent or whether prior consent has been withdrawn, it is essential that the participants stop the activity until consent is reestablished.
- Consent cannot be obtained by the use of physical force, threats of physical force, physically intimidating behavior, or coercion.
- Consent cannot be given by an individual that is incapacitated.

B. Coercion

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

C. Incapacitation

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

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

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

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

V. How To Address Prohibited Conduct: Options and Resources

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

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

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

A. Resources To Assist

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

1. Confidential Resources

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

On-Campus Confidential Resources

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

Off-Campus Confidential Resources

- Blanchard Valley Hospital, 1900 S. Main Street, (419) 423-4500 – Offers on-site Sexual Assault Nurse Examiner services through the Emergency Department.
- Open Arms Domestic Violence & Rape Crisis Services 24 Hour Hotline, (419) 422-4766, www.openarmsfindlay.com -- Can assist with emergency shelter, rape crisis, victim advocacy, and obtaining a Civil Protection Order
- National Sexual Assault Hotline, 1 (800) 656-HOPE (4673), www.rainn.org
- National Domestic Violence Hotline, 1 (800) 799-SAFE (7233), www.ndvh.org
- National Teen Dating Abuse Helpline, 1 (866) 331-9474, www.loveisrespect.org
- Ohio Sexual Violence Helpline, 1 (844) OHIOHELP (1-844-644-6435), www.oaesv.org
- Buckeye Region Anti Violence Organization (BRAVO), (866) 862-7286, www.bravo-ohio.org – Focuses on assisting the LGBTQI community
- ASHA-Ray of Hope 24-Hour Helpline, (614) 565-2918, asharayofhope.org – Focuses on assisting individuals from South Asia
- Ohio Hispanic Coalition Domestic Violence 24 Hour Hotline, (614) 746-3534 (Spanish and English), ohiohispaniccoalition.org/programs/safety/
- Legal Aid of Western Ohio, 1800 North Blanchard Street, (888) 534-1432 – Provides legal assistance to low-income residents
- Medical personnel, psychologists, counselors, social workers, therapists, attorneys, rape crisis counselors, and clergy members. Clinical Counseling faculty act first as a faculty member with a duty to report when Title IX issues involving the Seminary are brought to their attention.

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

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

2. Other Resources

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

sources of emotional support.

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

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

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

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

- Student Success and Records Coordinator, 2nd Floor Winebrenner (419) 434-4241
- Any Winebrenner Theological Seminary employee (aside from those designated as confidential resources, above)
- Campus Security/Police Office, 1st Floor Lovett Hall, (419) 434-4799
- Findlay Police, 319 Dorney Plaza, Room 116, 911 or (419) 424-7150
- Hancock County Sheriff, 200 West Crawford Street, (419) 424-7097
- Hancock County Prosecutor's Office, (419) 424-7089
- Hancock County Domestic Relations Court, 300 S. Main Street, (419) 424-7818
- Hancock County Clerk of Court's Office, (419) 424-7037 – Can provide forms for filing a Civil Protective Order
- Hancock County Law Library, (419) 424-7077 – Can provide names of local attorneys and their specific practice areas

B. Preserving Evidence

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

1. Sexual Assault Nurse Examinations

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

Evidence collection may occur up to 96 hours after the assault and occurs only with the consent of the victim. The evaluation includes evidence collection, a physical examination, treatment, and/or counseling. The individual may opt out of any part of this evaluation at their own discretion. These evaluations can be obtained through the Blanchard Valley Hospital Emergency Center, and they are free regardless of whether the individual chooses to pursue criminal charges. More information can be found on their website at:

<http://www.bvhealthsystem.org/services/emergency/sexual-assault-services>.

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

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

2. Other Evidence Collection

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

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

C. Filing a Report

The Seminary encourages all individuals who may have experienced Prohibited Conduct to report the incident(s) to the Seminary; any individual who is alleged to be the victim is hereafter referred to as the ‘complainant’. The Seminary must respond promptly to any report in a manner that is not deliberately indifferent, which means in a way that is not clearly unreasonable in light of the known circumstances. In addition, the Seminary encourages individuals who may have experienced potentially criminal behavior to report the incident(s) to local law enforcement. However, an individual may choose whether to make a report to the Seminary, to law enforcement, both (at the

same time or one after the other), or neither.

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

The Seminary’s mandatory response must include:

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

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

1. Title IX Coordinator

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

2. Law Enforcement

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

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

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

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

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

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

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

A. Privacy of the Process

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

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

Although the Seminary tries to honor such requests, there are situations in which the Seminary must override such requests for confidentiality in order to meet its obligations under Title IX to

provide a safe and nondiscriminatory environment. To determine whether it is necessary to pursue action despite a Complainant's request for anonymity or no action, the Seminary will consider relevant factors such as the following:

- whether there are circumstances that suggest there is an increased risk of the Respondent committing additional acts of sexual violence or other violence;
- whether there have been other sexual violence complaints about the same Respondent; whether the Respondent has a history of arrests or records from a prior institution indicating a history of violence;
- whether the Respondent threatened further sexual violence or other violence against others;
- whether the sexual violence was committed by multiple Respondents;
- whether there are circumstances that suggest there is an increased risk of future acts of sexual violence under similar circumstances such as where a report reveals a pattern of perpetration;
- whether sexual violence was perpetrated with a weapon;
- the age of the Complainant subjected to the sexual violence;
- whether the Seminary possesses other means to obtain relevant evidence.

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

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

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

B. Amnesty

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

C. Interim Measures of Protection and Other Accommodations

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

and other accommodations may include:

- no-contact orders; restrictions on behavior, movement on campus,
- access to buildings or spaces, and/or participation in campus activities;
- changes to academic, job assignment, extracurricular arrangements;
- academic accommodations (such as changes for assignment due dates or alternative course completion options);
- the provision of information regarding resources such as victim advocacy, housing assistance, academic support, counseling, disability services, health and mental health services, and legal assistance.

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

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

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

D. Informal Resolution

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

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

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

E. Formal Resolution

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

1. Initial Assessment

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

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

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

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

2. Investigation/Adjudication

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

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

During an investigation, the Seminary cannot access, consider, disclose, or otherwise use a party's

records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the Seminary obtains that party's voluntary, written consent to do so.

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

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

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

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

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

Sanctions may include, as appropriate:

- Educational training
- Drug/alcohol assessment
- Mandatory counseling
- Community/campus service
- Revocation of scholarships, honors, or awards
- Schedule changes or restrictions
- Job/duty reassignment
- No contact orders
- No trespass orders
- Suspension (for employees, this may be with or without pay)
- Behavioral restrictions
- Restrictions on access to certain facilities or activities
- For student organizations, revocation of recognition by the Seminary, loss of funding, and/or loss of other privileges
- Written warning
- Disciplinary probation
- Dismissal/termination

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

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

3. Hearing

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

- Live hearing may be conducted with all parties physically present in the same geographic location or, at the Seminary's discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually, with technology enabling participants to simultaneously see and hear each other.

- At the request of either party, the Seminary must provide for the live hearing to occur with the parties located in separate rooms with technology enabling the decision-maker(s) and parties to simultaneously see and hear the party answering questions.
- If a party does not have an advisor present at the live hearing, the Seminary must provide without fee or charge to that party, an advisor of the Seminary's choice, who may be, but is not required to be, an attorney, to conduct cross-examination on behalf of that party.
- At the live hearing, the decision-maker(s) must permit each party's advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility.
- Such cross-examination at the live hearing must be conducted directly, orally, and in real time by the party's advisor of choice and never by a party personally.
- Only relevant cross-examination and other questions may be asked of a party or witness. Before a complainant, respondent, or witness answers a cross-examination of other question, the decision-maker must first determine whether the question is relevant and explain any decision to exclude a question as not relevant.
- Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
- If a party or witness does not submit to cross-examination at the live hearing, the decision-maker(s) must rely on any statement of that party or witness in reaching a determination regarding responsibility; provided, however, that the decision-maker(s) cannot draw an inference about determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.
- The Seminary must create an audio or audiovisual recording, or transcript, of any live hearing and make it available to the parties for inspection and review.

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

4. Appeals

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

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

that affected the outcome of the matter.

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

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

The Seminary President

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

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

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

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

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

Student Success

Academic and Personal Advising

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

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

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

Faculty Office Hours

Faculty members desire to be available to students for assistance, guidance, and dialogue. At the beginning of each trimester, faculty members will post office hours on the current course syllabus and/or online. Faculty may keep office hours either on-the-ground or online, as noted in their respective syllabus.

Student Resources

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

Counseling Guidelines

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

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

Drug/Alcohol Prevention Program Guidelines

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

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

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

Weapons

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

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

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

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

The only exceptions to this policy are:

1. Authorized law enforcement officers or authorized military personnel, acting on behalf of and within the scope of their official duties, and to the extent they are legally permitted to possess weapons in the State of Ohio.

2. Persons legally permitted to possess weapons in the State of Ohio, to the extent that such possession is necessary as a part of an academic, research, or work-related activity. Such use must have received prior written approval by the Director of Campus Safety and Security.

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

Student Records

The Office of the Student Success and Records Coordinator maintains academic and personal records on all students. Except under legal compulsion, the information contained in such records (with the exception of name, mailing address, e-mail address, telephone listing, and program) will not be released to agencies outside Winebrenner without the written consent of the student.

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

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

Transcripts and Permanent Student File

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

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

Student's Right of Access

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

Name Change Procedure

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

Enrollment Verifications and Endorsements

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

Department of Defense Postsecondary Complaint System

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

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

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

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

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

CAMPUS AND FACILITIES

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

Student ID

All students (those in a program requiring a residency requirement) will obtain an Oiler OneCard photo ID. This card may be used to access campus privileges such as parking, the

Shafer Library, recreational facilities, health care, computer labs, and postal services (see www.findlay.edu for additional benefits) on the UF campus.

Print and Copy Services

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

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

Print Release stations are located in:

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

*Closest to Winebrenner Building

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

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

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

Library

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

Instructional materials are also available on the Shafer Library website: www.findlay.edu/offices/academic/shafer-library including information on how to locate and use information resources, off-campus access, and general library information.

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

Student Health Insurance

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

Parking

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

Temporary Housing

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

Security

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

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

Campus Security Authority

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

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

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

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

Crime Statistics and Reporting

With the passage of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1990 (20 U.S.C. 1092(f)), Winebrenner will publish and distribute the Campus

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

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

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

How to Learn About Campus Safety and Security

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

Crime Prevention and Safety Programs

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

FINANCIAL INFORMATION

Tuition and Fees

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

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

2020-2021 Tuition

Doctor of Ministry courses, \$580/credit hour

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

Mandatory Fees

Application fee (non-refundable), \$30

Audit fees, \$150/course

Course replacement fee, \$75/course

Change of course status fee, \$30

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

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

Graduation fee, \$130

Late registration fee, \$50/trimester

No show fee, \$50/course

Transcript fee, \$6

Supplemental Fees

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

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

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

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

Withdrawal during the 1st Week: 85% Tuition Refund

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

Withdrawal during the 4th – 5th Weeks: 50% Tuition Refund

Withdrawal during the 6th – 7th Weeks: 25% Tuition Refund

Withdrawal after the 7th Week: No Refund

All course fees are non-refundable.

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

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

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

Payment of Tuition and Fees

Tuition and fees for each term are due prior to the first day of class. A deferred payment plan may be arranged with the Business Office by contacting the Director of Finance. An acceptable plan is one which allows a minimum payment of 25% of assessed fees paid prior to the first day of classes, 50% of the balance paid prior to final exams. All accounts must be paid-in-full by the end of the term. Students are responsible for payment of their accounts, even if they will be receiving outside funding; a 0.5% monthly finance charge will accrue on all unpaid balances. Students having

outstanding obligations to the Business Office or library are not permitted to register for a new term of study until outstanding balances are paid. To avoid late registration fees, student accounts should be paid in full prior to mid-July for fall registration, mid-November for spring registration, and mid-March for summer registration.

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

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

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

Bad Debt Policy

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

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

Financial Assistance

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

Faith Covenant

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

Federal Direct Loans

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

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

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

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

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

School Loan Counseling Policy

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

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

Satisfactory Academic Progress (SAP) Policy

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

It is important to note that Financial Aid SAP differs from Academic SAP. Academic SAP policy monitors a student's good standing within the Seminary and whether a student is eligible for graduation. The Academic Dean is responsible for creating and monitoring the Academic SAP. All students matriculating at Winebrenner are subject to the Academic SAP. The Financial Aid SAP is governed by federal regulation and is used to monitor a student's eligibility to receive Title IV funds. The Financial Aid Office is responsible for monitoring the Financial Aid SAP policy.

Only students receiving Title IV funds are subject to the Financial Aid SAP policy. Federal regulations require the Financial Aid SAP policy to be equal to or stricter than the school's graduation requirement. Therefore, it is possible for a student to remain in good standing with the Seminary's Academic SAP policy yet fail to meet the standards required by the Financial Aid SAP policy.

Qualitative

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

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

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

Quantitative

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

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

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

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

Maximum Timeframe: All students must complete their degree within the maximum timeframe determined for their degree program. The maximum timeframe and the minimum credit hours per academic year for each degree are listed below. Students will need to complete their degree

program within 150% of the prescribed duration of their specific degree program in order to maintain eligibility for Financial Aid SAP:

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

Monitory Progress and Satisfactory Progress Increments

The Financial Aid Office conducts reviews of all SAP components (quantitative and qualitative standards) of all applicants for financial aid after grades are submitted each trimester and before aid is disbursed for the following trimester. This review occurs three times per year at Winebrenner. The assessment is based on the student's entire academic record. All of a student's academic coursework is considered in the review process, without regard to whether or not the student received financial aid for all of the trimesters enrolled. Admission to Winebrenner or maintaining good academic standing as defined by the individual graduate programs does not necessarily constitute maintaining SAP for financial aid purposes.

Financial Aid Warning

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

Right to Appeal

Students who have had eligibility for Title IV aid suspended due to unsatisfactory academic progress may appeal to the Financial Aid Committee for an extension of time to meet the standards detailed in this policy. A student whose academic performance was affected by circumstances beyond his or her control including, but not limited to, personal or family accident; illness or crisis; death of a close family member; loss of employment or employment transition; or divorce may request a review of his or her situation by submitting an appeal in writing to the Financial Aid Office. The letter must describe in detail those circumstances and provide specific information about how his or her ability to meet the SAP standards detailed in the Winebrenner policy was

affected. The student must describe changes that will facilitate the student's ability to meet SAP in the future. In addition, independently verifiable supporting documentation from a third party is required in most instances. Documentation may include a letter from a medical practitioner, lawyer, priest, or pastor who is familiar with the student's circumstances; copies of applicable bills; or copies of reports from government or local authorities. The documentation must contain the name and telephone number of a contact person in the event that the Financial Aid Committee wishes to confirm the authenticity of the documentation or to request additional information. All appeals will be reviewed by the Financial Aid Committee, which is comprised of the Vice President of Academic Advancement and the Director of Enrollment Management.

Appeal Decisions and Financial Aid Probation

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

Financial Aid Eligibility When Obtaining Additional Concentrations and Degrees

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

Student Withdrawal/Return of Title IV Funds Policy

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

Withdrawals

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

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

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

Exit Counseling after Withdrawal

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

Return of Title IV Funds

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

Post-Withdrawal Disbursements

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

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

Other Financial Assistance

Kreger Loan Fund (for emergencies only)

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

Veterans' Benefits

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

Seminary Graduate Enrollment Incentive Program (SGEIP)

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

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

The following guidelines apply to the SGEIP:

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

Student's Acknowledgement of Understanding

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

I, _____
Student's name (please print)

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

Signed _____

Date _____

Appendix

MACC Handbook

Overview of MACC Program

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.

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 professional Clinical Mental Health Counselors.

Program Coordinator Contact Information

Program Director: Dr. Kelli Jo Arndt
Email: kellijo.arndt@winebrenner.edu
Phone: 419-434-4248 (office); 419-304-6161 (cell)
950 N. Main St, Findlay, Ohio 45840
Room 221

Professional Organizations and Opportunities

Developing a professional counselor identity is valued and instilled in MACC students at the commencement of their program. MACC students are required to join both the Ohio Counseling Association (OCA) and the Ohio Association for Spiritual, Ethical, and Religious Values in Counseling (OASERVIC)) during their introductory course. They are expected to maintain memberships and become active members of these professional organizations as well as join other national associations such as American Counseling Association (ACA) and American Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC) throughout their tenure at

Winebrenner. Attending and/or presenting at conferences as well as publishing articles on timely topics is encouraged.

The seminary, counseling faculty, and/or community provide other opportunities for students to enhance their learning. Some examples include the Leadership Summit, Annual Site Supervisor workshops, webinars, and events sponsored by The University of Findlay's counseling center or other local counseling agencies. Students are urged to attend as many professional development opportunities as possible. A Chi Sigma Iota (CSI) chapter is currently being established at Winebrenner, students are encouraged to belong and participate in it as well.

MACC Program and Assessment Outcomes

Program Outcomes for MACC Graduates

Knowing, Being, and Doing:

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

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

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

Admissions, Selection, and Advisement

Admissions

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

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

Selection

Students are selected into the program based on meeting the requirements listed above.

Advisement

Upon acceptance into the program, all students are assigned to a core faculty member who will support and assist them throughout the program to ensure successful completion.

Admissions Diversity Statement

In keeping with Winebrenner's mission, the Enrollment Management Office seeks to engage people by assisting them in; recognizing their call to serve, realizing their need for knowledge and skills related to the call to serve, and presenting them with the programs which prepare them to fulfill the call to serve.

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

Student Expectations

Academic expectations of students are defined in the Winebrenner Graduate Catalog. Additionally, the Master of Arts in Clinical Counseling Program has adopted a set of dispositions for all students to demonstrate. These dispositions include:

- **Commitment** - including counselor identity, investment, advocacy, collaboration, and interpersonal competence;
- **Openness to ideas** - including learning, identifying needed changes, giving and receiving feedback to and from others, and engaging in self-development;
- **Respect for self and others** - including honoring diversity, self-care, and wellness;
- **Integrity** - including personal responsibility, maturity, honesty, courage, and congruence;
- **Self-awareness** - including humility, self-reflection, and understanding of place in history.

These dispositions represent the values of the Department of Counselor Education at Winebrenner Theological Seminary. All students should embody these dispositions inside and outside the classroom to the greatest extent possible.

Dispositions are evaluated several times throughout a student's tenure at Winebrenner. First, students are assessed at time of entry into the program during an interview. Additional times are outlined in the Procedures for MACC Professional Dispositions Evaluation listed below.

Procedures for MACC Professional Dispositions

Procedures for MACC Professional Dispositions Evaluation

- During the 8th week of the trimester, the course instructor for the specific evaluation point (i.e., Early (CC 500), Midpoint 1 (CC 530), or Midpoint 2 (CC 540)) will notify MACC

faculty that a disposition evaluation must be completed for each student enrolled in the course. Completed disposition evaluations for each student are due to the course instructor during twelfth week of the trimester.

- The course instructor will calculate an average score for each disposition. The core faculty will meet to review the students' evaluations at the next monthly department meeting.
- Each student will be provided with a Self-Evaluation of MACC Professional Dispositions. The student must complete the Self-Evaluation prior to meeting with his/her advisor to discuss the student's professional disposition evaluation.
- During the student advisor meeting, the student and advisor will discuss the Self-Evaluation and faculty evaluations of the student's professional dispositions. If a student earns an average rating "2 or below" for any disposition will receive remediation including:
 - Meeting with the student, an advisor, and the Program Director to create a plan of professional development, including an implementation timeline. At the end of the timeline for the professional development, the student will be re-evaluate in the identified dispositions. If the student again earns an average rating "2 or below" for the identified dispositions, a meeting with the student, the Program Director, and the Academic Dean will occur in order to discuss the area(s) of concern and the remediation efforts that had already been completed. At this point, the student may determine whether or not to remain in the MACC program or participate in another professional development plan. If the student decides to complete another professional development plan, at the end of the timeline for the second plan, the student will be re-evaluated in the identified dispositions. If the student earns an average rating "2 or below" for the identified dispositions, the student will be recommended for dismissal according to the Dismissal Policy set forth by the program (*see Dismissal Policies and Procedures*).
- Students will be given ten days following the meeting to submit a written response to the evaluation. The evaluation and student written response will be placed in the student's program file at the end of the ten-day response period.
- If a student wishes to challenge the evaluation of his/her professional dispositions, (s)he must provide the Program Director with a written request for due process within 10-days of the student advisor meeting. Upon receipt of the written request, the guidelines for due process as outlined in the **MACC Retention, Remediation, and Dismissal Policies and Procedures** will be implemented.

Pre-Practicum Review

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

periods may be subject to dismissal from the program after review by the Program Director and the Academic Dean.

Spiritual Retreats

All MACC students are required to attend a spiritual retreat once a year. The retreat will take place on a Saturday (9 a.m. to 5 p.m.) in September at a location to be decided. The purpose of the retreat is threefold: 1) students will establish stronger relationships with their peers seeking similar Christian ministry; 2) students will engage in dialogue surrounding the field of counseling with respect to calling, professional concerns, and the Christian life; 3) the retreat will serve as a self-care exercise, critical to the emotional, physical, mental, and spiritual well-being of professional counselors.

Curriculum

Curriculum Plan

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

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

Formation

(Choose one)

Spiritual Formation

Ministerial Person

Other formational course
upon approval of the
Academic Dean

Biblical Studies

(Choose one)

Old Testament

Foundations

New Testament
Foundations

Theology

(Choose One)

Interpreting God's Word
and World

TH 6900.1-99 Specialized
Studies in

Systematic Theology

Other TH course upon
approval of
the Academic Dean

MACC requirements (69 credit hours)

Foundations of Seminary Studies

Introduction to Clinical Mental Health

Counseling Theories

Helping Skills (2 credit hours)

Human Growth and Development

Group Counseling

Career Counseling

Multicultural Counseling

Family Relations

Addictions in Counseling

Legal and Ethical Issues in Counseling

Diagnosis of Mental and Emotional Disorders

Research and Evaluation

Psychopathology

Treatment of Mental and Emotional Disorders

Personality Assessment

Counseling Children and Adolescents
 Counseling the Dying and Grieving
 Practicum in Clinical Mental Health Counseling
 Internship I in Clinical Mental Health Counseling
 Internship II in Clinical Mental Health Counseling

Religious Heritage Electives (9 credit hours – see chart above)

Class Standing

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

Requirements for Graduation

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

Practicum and Internship for MACC Students

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

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

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

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

Course Load

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

Class Format

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

Suggested Course Sequences

Three-year full-time MACC schedule:

Year	Semester: 1st (Sept-Nov)	Semester: 2nd (Jan-March)	Semester: 3rd (May-July)
1	IS 5100 Foundations for Seminary CC 5120 Helping Skills CC 5000 Intro to Clinical Mental Health Religious Heritage Course	CC 5050 Counseling Theories CC 5150 Human Growth & Development CC 6150 Personality Assessment	CC 6050 Psychopathology CC 6000 Research and Evaluation CC 5200 Group Counseling
2	CC 5450 Diagnosis CC 5300 Multicultural Counseling Religious Heritage Course	CC 6100 Treatment CC 6600 Addictions and Counseling	CC 6200 Counseling Children & Adolescents CC 6550 Counseling the Dying & Grieving Religious Heritage Course
3	CC 7000 Practicum CC 5400 Legal & Ethical Issues	CC 7050 Internship I CC 5250 Career Counseling	CC 7100 Internship II CC 6500 Family Relations

Four-year part-time MACC schedule:

Year	Semester: 1st (Sept-Nov)	Semester: 2nd (Jan-March)	Semester: 3rd (May-July)
1	IS 5100 Foundations for Seminary CC 5000 Intro to Clinical Mental Health Religious Heritage Course	CC 5150 Human Growth & Develop CC 6150 Personality Assessment	CC 6000 Research and Evaluation Religious Heritage Course
2	CC 5120 Helping Skills Religious Heritage Course	CC 5050 Counseling Theories CC 6600 Addictions & Counseling	CC 5200 Group Counseling CC 6050 Psychopathology
3	CC 5450 Diagnosis CC 5300 Multicultural Counseling	CC 6100 Treatment CC 5250 Career Counseling	CC 6200 Counseling Children & Adolescents CC 6550 Counseling the Dying & Grieving
4	CC 7000 Practicum CC 5400 Legal & Ethical Issues	CC 7050 Internship I	CC 7100 Internship II CC 6500 Elective or CC 655 Elective

*Students may choose to take either Old Testament Foundations or New Testament Foundations. The third required religious heritage course is based on student preference but must be approved by faculty advisor.

Endorsements

Faculty members in the Master's in Clinical Counseling Degree Program have adopted endorsement guidelines as provided in the current version of the *American Counseling Association (ACA) Code of Ethics*. Per the *ACA Code of Ethics* (2014), "F.6.d. Endorsements: Supervisors endorse supervisees for certification, licensure, employment, or completion of an

academic or training program only when they believe that supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement” (p. 14).

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

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

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

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

Policy for Student Retention, Remediation, and Dismissal

MACC Retention, Remediation, and Dismissal Policies and Procedures

RETENTION POLICIES AND PROCEDURES

Maintaining Academic Standards. Students whose cumulative GPA falls below 3.0 will be placed on academic warning status and will be required to meet with their Program Director and establish an academic success plan. Academic warning status remains in effect for one trimester. If a student has not met minimum GPA requirement of 3.0 by the end of that trimester student will be placed on academic probation and will be ineligible for Seminary or Financial Aid (see SAP Policy under Financial Information for appeal information). Students whose cumulative GPA fall below 2.0 may be subject to academic dismissal. A student who is on academic probation for two consecutive trimesters or three total trimesters may be dismissed from the Seminary. Students dismissed for unsatisfactory academic progress may request readmission after a period of one year. (Copied from the 2019-20 *Winebrenner Catalog*)

Resolving Grade Disputes. There may be an occasional situation where a student and faculty member do not agree on the grade given for a certain course. The student’s program director (or, in the event the program director is involved in the dispute, a suitable faculty substitute as chosen by the Academic Dean), and the President of the Seminary or the Academic Dean shall serve as a Committee of Arbitration, whose decision shall be final. This appeal process must be started within three weeks of the grade in dispute being posted. The process will be completed within 90 days from the end of the trimester. This same appeal process will be instituted in disputes concerning accusations of academic integrity. (Copied from the 2020-21 *Winebrenner Catalog*)

Assimilating Professional Dispositions. Because counseling is a profession, the faculty believes it is important to acculturate students to high standards of professional behavior. As a part of this effort, the faculty review students each trimester to evaluate their academic performance, professional development, and personal development. Additionally, the MACC faculty believe success as a counselor depends upon factors in addition to those measured by typical evaluations in coursework. Students are evaluated along the following **Professional Dispositions**:

- Commitment – including counselor identity, investment, adherence to ACA Ethical Standards, advocacy, collaboration, and interpersonal competence;
- Openness to ideas – including learning, identifying needed changes, giving and receiving feedback to and from others, and engaging in self-development;
- Respect for self and others – including honoring diversity, self-care, and wellness;
- Integrity – including personal responsibility, maturity, honesty, courage, and congruence; and
- Self-awareness – including humility, self-reflection, and understanding place in history.

If the faculty believes a student is experiencing difficulty on any of these dispositions, a meeting will be scheduled with the student and program director to discuss ways of responding to the concern(s) or to consider the appropriateness of the counseling profession for the student (*see Remediation Policies and Procedures*).

REMEDIATION POLICIES AND PROCEDURES

1. Maintaining Good Academic Standing The MACC Program requires the following standards for students to maintain good academic standing in the program. A minimum of a 3.0 GPA in all academic work completed; if a student is unable to maintain this standard, ***remediation includes***

- A referral to the Student Success and Records Coordinator when a faculty member specifies a concern on a student's midterm evaluation and a remedial plan to support the student throughout the remainder of the trimester; and
- A meeting with an advisor when a student earns a grade of "C+" (or lower) or a grade of "U" in any course listed on their prospectus in order to evaluate the impact of that performance on the overall course of study and to identify an appropriate response, which may include a faculty-approved remedial plan to develop and demonstrate mastery of essential competencies.

2. Evaluating Professional Dispositions. During the 8th week of the trimester, the course instructor for the specific evaluation point (i.e., Early [CC 510], Midpoint 1 [CC 540], or Midpoint 2 [CC 615]) will notify MACC faculty that a disposition evaluation must be completed for each student enrolled in the course. Completed dispositions evaluations for each student are due to the course instructor during the 12th week of the trimester. The procedures for this evaluation are as follows:

- Evaluations of the acquisition and performance of each Professional Disposition are based upon a 1 to 4 rating score: 1= unsatisfactory, 2 = developing, 3 = proficient, 4 = advanced.
- The course instructor will calculate an average score for each disposition. The core faculty will meet to review the students' evaluations.
- Each student will be provided with a Self-Evaluation of MACC Professional Dispositions. The student must complete the Self-Evaluation prior to meeting with his/her advisor to discuss the student's professional disposition evaluation.

- During the student advisor meeting, the student and advisor will discuss the Self-Evaluation and faculty evaluations of the student’s professional dispositions. If a student earns an average rating “2 or below” for any disposition, (s)he will receive **remediation including**:
 - Meeting with the student, an advisor, and the Program Director to create a plan of professional development, including an implementation timeline.
 - At the end of the timeline for the professional development, the student will be re-evaluated in the identified dispositions. If the student again earns an average rating “2 or below” for the identified dispositions, a meeting with the student, the Program Director, and the Academic Dean will occur to discuss the area(s) of concern and the remediation efforts that had already been completed.
 - At this point, the student may determine whether to remain in the MACC program or participate in another professional development plan. If the student decides to complete another professional development plan, at the end of the timeline for the second plan, the student will be re-evaluated in the identified dispositions using the same process as the previous professional development plan. If the student earns an average rating “2 or below” for the identified dispositions, the student will be recommended for dismissal according to the Dismissal Policy set forth by the program (*see Dismissal Policies and Procedures*).

3. **Gatekeeping.** Graduate programs that prepare professional counselors have an obligation as “gatekeepers” to protect the public and the profession. This obligation requires the MACC Program to (a) establish criteria and methods to assess not only counseling students’ knowledge and skills, but also their emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice; and (b) ensure—insofar as possible—that the students who complete their programs are competent to maintain healthy, future relationships (e.g., counselor-client, professional, public, scholarly, supervisory, teaching) in an ethical and effective manner. Because of this commitment, the MACC Program endeavors **not** to advance, recommend, or graduate students with evident problems (e.g., cognitive, emotional, interpersonal, technical, and/or ethical) that may interfere with their professional competence to practice in the counseling profession with employers and/or the public at large.

This gatekeeping commitment obligates the MACC Program faculty to continually assess the progress of each MACC student in a variety of academic and applied settings. The primary purpose of this ongoing assessment is to facilitate professional growth. Regular contacts and close working relationships between graduate students and program faculty are imperative to implement these guidelines in a manner that maximizes student growth and development.

The MACC Program also recognizes that stressors are inherent in the transition to graduate school and in balancing personal and academic life during the course of the training program. During graduate school, higher academic expectations are frequently encountered. Additionally, when clinical work begins there is intrinsic stress in being a member of a helping profession. Furthermore, supervision is more frequent and intensive during the graduate program, which may increase the student’s sense of personal and professional vulnerability. Because graduate students make significant transitions during their graduate studies and may need special assistance during this time, the MACC Program is responsible to provide recommendations and opportunities that may facilitate growth and minimize stress. **Remediation measures** may include, but are not limited to

- orientation meetings,

- advising,
- explicit and realistic expectations,
- well-defined and timely evaluations that may result in suggestions for positive change,
- referral to counseling, and
- contact with supportive individuals (e.g., advisors, supervisors).

4. **Recognizing Impairment.** For purposes of this document, *impairment* is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways: An inability and/or unwillingness...

- to acquire and integrate professional standards into one's professional behavior,
- to acquire professional skills in order to reach an acceptable level of competency, and/or
- to control personal stress, including cognitive, behavioral, and/or emotional reactions which interfere with professional functioning.

Professional judgment is required to determine when a graduate student's behavior becomes severe enough to be considered impaired rather than just problematic. For purposes of this document, a *problem* refers to a trainee's behavior which may cause concern and require redemption but is not perceived to be unexpected nor excessive for professionals in training. On the other hand, problems become identified as *impairments* when they include one or more of the following characteristics:

- the student does not acknowledge, understand, nor address a problem when it is identified,
- the problem is not merely a reflection of a skill-deficit which can be corrected by academic or didactic training,
- the quality of services delivered by the student is sufficiently and negatively affected,
- a disproportionate amount of attention by faculty and supervisors is required, and/or
- the trainee's behavior does not change as a function of feedback, remediation efforts, and/or time.

When student impairment has been identified, meaningful plans to address the impairment will be implemented. Several possible, and perhaps concurrent, courses of action designed to remedy impairments include, but are not limited to the following **remediation measures**:

- increasing supervision, either with the same or other supervisors,
- increasing fieldwork experience,
- changing the format and/or emphasis of supervision,
- recommending and/or requiring personal counseling with a clarified manner in which counseling contacts will be used in the graduate student's progress,
- reducing the graduate trainee's clinical or other workload,
- requiring specific academic coursework, and/or
- recommending, when appropriate, a leave of absence and/or repeating a particular experience (e.g., practicum).

When a combination of the above interventions does not, after a reasonable time period, rectify the impairment, or when the trainee seems unable or unwilling to alter his/her behavior, the training program may take more formal action including recommending dismissal from the program.

5. **Providing Due Process.** Due process (a) ensures that decisions made by program faculty about graduate students are not arbitrary nor personally biased, (b) requires the program to identify specific evaluative procedures which are applied to all MACC students, and (c) establishes

appropriate appeal procedures available to the student, so (s)he may challenge the program's action. General due process guidelines include:

- presenting graduate students, in writing, with the program's expectations related to professional functioning;
- stipulating the procedures for evaluation, including when and how evaluations will be conducted (such evaluations should occur at meaningful intervals);
- instituting a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies (see Evaluation Procedures and Timelines Regarding Due Process);
- providing written procedures to the graduate student which describes how (s)he may appeal the program's action;
- ensuring that the graduate student has sufficient time to respond to any action taken by the program;
- considering possible input from multiple professional sources when making decisions or recommendations regarding the graduate student's performance; and
- documenting, in writing to all relevant parties, the action taken by the program and its rationale.

6. ***Implementing Due Process - Evaluation Procedures and Timelines.*** In addition to the summative and formative evaluations and grades in courses, the "Professional Dispositions" of all MACC students are evaluated each trimester by the program faculty. If a significant concern about a student's performance or functioning is identified, the following ***remediation procedures*** will be implemented:

- The student will be formally notified of the specific problem areas noted by the faculty.
- Unless the severity of the problem(s) necessitates a forced withdrawal, a plan to remedy the problem(s) will be developed by the MACC faculty. This remediation plan will (a) define the student's problem(s), (b) identify the expected behavior or attitude goals, (c) specify possible remediation methods to reach those goals, and (d) designate a date for goal attainment and/or re-evaluation.

During this remedial period, the Program Director may recommend to the Academic Dean that the student be placed on dispositional probation. The remediation plan will be designed through collaboration with the student's success as a goal. If the student chooses not to accept a remedial plan, (s)he may need to leave the program.

At the time of re-evaluation, the MACC faculty, in consultation with the Academic Dean, will consider four options:

1. A decision that the specified concerns no longer present a significant problem, and the student is removed from probationary status and permitted to continue in the program.
2. A decision to continue probation and remediation, update the remedial plan, and set a date for a subsequent re-evaluation.
3. A recommendation to the student that (s)he leave the program.
4. A recommendation of formal dismissal from the program to the Academic Dean.

7. ***Appraising Practicum and Internship.*** Typically, non-academic concerns arise during practicum and internship. Therefore, specific guidelines have been established for practicum and internship. Frequent feedback is provided on a case-by-case basis to students enrolled in practicum and internship by on-site and faculty supervisors. Additionally, the following procedures have

been developed for continued evaluation/feedback and *remediation efforts* during the practicum and internship:

- Written internship logs, prepared by the intern, signed by the intern supervisor, and forwarded to the institutional supervisor every week during internship
- Visits and / or telephone contact with the internship site at least once each semester by the course instructor or MACC faculty member. These visits include consultation with the internship supervisor and with the intern
- A written mid-term evaluation and final semester evaluation from the student's supervisor to the course instructor during practicum and internship.
- Possible periodic telephone conferences between the supervisors and course instructor interspersed between site visits.
- In the final evaluation in practicum, the practicum supervisor makes a recommendation regarding the endorsement of the student for internship.
- In the final evaluation in internship, the intern supervisor makes a recommendation regarding the endorsement of the intern for certification/licensure.
 - If there is to be conditional endorsement or no endorsement, the student and instructor would generally be aware of these concerns at least one month prior to the submission of the final report, unless in circumstances where this is not possible due to violations of ethical and professional conduct occurring late in practicum or internship.
 - If the course instructor and MACC faculty concur with the supervisor's recommendation to deny moving to internship or potential licensure, and the student is in disagreement, appeal procedures as specified in this document and other university regulations may be initiated by the student.

DISMISSAL POLICIES AND PROCEDURES

If at any time during the course of the graduate program, concerns about performance and functioning are judged to be severe enough to warrant dismissal from the program, the MACC Program Director, in consultation with the Academic Dean, will provide the student with written notification of this decision. The student will be given 14 days to prepare a response to the notification of dismissal and have the opportunity to request a formal review of the recommendation for dismissal from the Academic Dean. The following procedure will be implemented during this review:

- Upon notification of a request for formal review, the Academic Dean will charge a Review Panel, comprised of one MACC faculty member and two faculty members from outside the MACC program. The Academic Dean will designate one of the three faculty members as the Convener of the Review Panel.
- The Review Panel will review evidence provided by the program and the student related to the program's recommendation for dismissal and forward a written recommendation for disposition to the Academic Dean, the Program Director, and the student within five days of their deliberations. As part of their review, the Review Panel may request clarification or further information from either the student or the Program Director. The student and/or Program Director may request to meet with the Review Panel as part of this process.
- The student may submit a written response to the Review Panel's recommendation to the Academic Dean within 5 days of receipt of their determination.
- The Academic Dean will consider the Review Panel's recommendation and any response by the student and/or Program Director and make a determination for disposition within 10 days

of their determination. This disposition may uphold or reverse the program's recommendation for dismissal. The Academic Dean will notify the student and the Program Director of the disposition.

- The student may appeal the decision for dismissal from the Winebrenner President within 10 working days of receipt of notification of the decision. The President will review the documentation provided and make a determination within 10 days of receiving the appeal. The President will notify the Academic Dean who will in turn notify the student and Program Director of the disposition. This represents the final step in the appeal process.

STUDENT GRIEVANCES AND ACADEMIC COMPLAINTS

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

1. The resolution of any conflict should begin with consulting directly with the faculty member or person with responsibility for the disputed issue.
2. The Program Director may be asked to participate in the resolution.
3. If desired by any party, the Student Success and Records Coordinator may be asked to participate as a neutral observer.
4. If the problem remains unresolved, the Academic Dean should be contacted to process the issue.

Students must also read and follow the Winebrenner Catalog. All institutional policies and procedures contained therein apply to students in the Master of Arts in Clinical Counseling Program and may supersede those found at the programmatic level. This includes, but is not limited to, detailed admissions policies, technology standards, academic standards including grade scale, academic probation and dismissal, academic appeal, repetition of courses, registration, drop/add and withdrawal, academic integrity, late work, class absences, extensions, financial information including tuition, fees, repayment, financial aid.