

WINEBRENNER

THEOLOGICAL SEMINARY

ICS Handbook



Institute for Christian Studies

Non-Degree Seminary Education for Adult Learners

Winebrenner Theological Seminary

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

Institute for Christian Studies

Non-Degree Seminary Education for Adult Learners

Winebrenner Theological Seminary's **Institute for Christian Studies** (ICS) is a non-degree program of learning made available to individuals, churches, denominational offices or judicatories, mission endeavors, credentials committees (licensing and ordination), correctional institutions, and more.

Learners in the ICS are not required to hold a baccalaureate degree to enjoy these opportunities to grow in their Christian faith. Adults who complete a predetermined sequence of studies will be awarded a Certificate of Completion.

Our institute design is meant for adult learners, 21 years and older, and can be offered in many different locations, delivery systems, and curricular configurations.

This handbook contains the most current, up-to-date listing of administrative and academic designs for the ICS. These designs have been established to provide an optimal learning environment for adult learners who are not seeking a Seminary degree. ICS learners are responsible for becoming familiar with the detailed contents of this Handbook and for living and learning within the letter and spirit of the guidelines as they attend classes, interact with other students, with the faculty and staff of the Seminary, or participate in any ICS-related activity.

Because certain requirements or designs change from time to time, this Handbook may be updated as needed. As much as possible, Winebrenner's ICS will endeavor to keep all ICS learners informed of these needed changes and will update this Handbook regularly. While every effort is made to ensure the accuracy of the information available at the time this Handbook is prepared, Winebrenner Theological Seminary reserves the right to make changes at any time without prior notice.

Winebrenner's academic calendar includes three 12-week trimesters. Each entry in the course description section includes the number of trimester hours granted for that course.

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

Winebrenner Theological Seminary
950 North Main St., Findlay, OH 45840
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Board of Trustees

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Faculty



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 Practical Theology
 Master of Arts in Practical Theology
 Advisor*

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



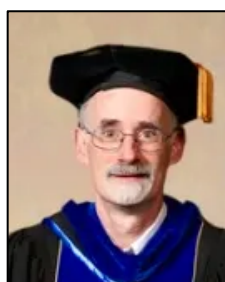
Dr. Mary Steiner Iames
*Associate Professor in
 Clinical Counseling
 Master of Arts in Clinical Counseling
 Director*

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



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

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



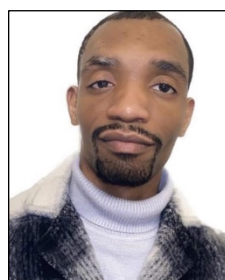
Dr. James P. Sweeney
*J. Russell Bucher Professor of
 New Testament
 Master of Divinity Advisor*

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



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

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



Lauren White
*Instructor in
 Clinical Counseling*

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

Adjunct Instructors

Dr. Christopher Alexander, DMin
Rev. Darryl Beckett, MDiv
Kelly Beckett, MEd, MACC, LPC
Rev. Mark Buchanan
Dr Michael Carr, EdD, DMin
Dr. Annie Dimond, PhD
Dr. J. Robert Douglass, PhD
Dr. Andrew Draper, PhD
Cheryl Englehart, MACC, LPC
Dr. Katie Erickson, DMin
Leslie Fern, MACC, LPC
Dr. Robert J. Guy, PhD

Dr. Martin Johnson, DMin
Dr. Robby Kagarise, PhD
Dr. Larry Lain, DMin
Evelyn Mahas, MACC, LPCC-S
Dr. David Odegard, DMin
Dr. Teresa Reiger, PhD
Katrina Rinker, MACC, LPCC
Dr. Charles Self, PhD
Heidi Masters-Siebenaler, MACC, MEd. LPCC
Dr. Tracee Swank, DMin
Rev. Benjamin Tousley, MAPT

WINEBRENNER VISION OF THEOLOGICAL EDUCATION

Mission Statement

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

Statement of Faith

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

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

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

Vision Statement

Helping Christ-focused servants transform the world.

Core Values

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

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

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

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

2023-2028 Strategic Plan

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

The three strategic priorities for 2023-2028 are:

Stewardship

- *This has been discussed as a general belief that all things are provided by God and our primary task is to manage them well (see, for example, the “Parable of the Talents” in Matthew 25: 14-30).*

Discipleship

- *This has been discussed as a general belief that we are called to “make disciples” and grow in our Christ-likeness as part of our life of faith (see, for example, the “Great Commission” in Matthew 28: 16-20).*

Collaboration

- *This has been discussed as a general belief that we are working toward “unity of the Spirit” and fulfilling simultaneous goals guided by a purpose greater than our own (see, for example, Ephesians 4: 11-13).*

Please note the repeated use of “general belief” in each of the above. While there is affirmation that these are the correct priorities for 2023-2028, our current task is defining each in more detail.

Comprehensive Assessment Plan

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

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

GENERAL INSTITUTIONAL INFORMATION

Location of Institution

Findlay, Ohio is a community of over 40,000 residents, combining the friendly atmosphere of a small town with the many advantages of a suburban area. Findlay/Hancock County was selected by America's Promise Alliance as one of the "100 Best Communities for Young People" in the United States, and was recognized by *Site Selection Magazine* as the top micropolitan city in the country from 2014 to 2025—eleven years in a row. Findlay is located 45 miles south of Toledo, Ohio, just off Interstate 75. Ann Arbor, Columbus, Dayton, Detroit, and Fort Wayne are all within two hours driving distance. The campus is just nine blocks from the center of town, right on Main Street.

Campus

Winebrenner Theological Seminary is located in the Stewart Center 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, and administrative offices and access to other facilities on the UF Campus through a lease agreement. Collaboration between the two institutions provides many benefits to Winebrenner students. Faculty have shared office space on campus but also keep an office at their homes.

Continuing Education

Continuing education events provide relevant, in-depth instruction to alumni, clergy, active laity. Topics are consistent with the Seminary's vision and mission of preparing 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 events. Typically, a registration fee is charged for events of longer duration. Some continuing education events grant CEU (continuing education unit) credits using standard Carnegie hours (10 contact hours = 1 CEU). Please contact the event organizer for CEU details.

Affiliations and Accreditation

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

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

ats.edu

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

Higher Learning Commission (HLC)

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

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

winebrenner.edu/accreditation/

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

Ohio Department of Higher Education (ODHE)

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

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

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

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

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

Council for Accreditation of Counseling and Related Educational Programs

1001 North Fairfax Street, Suite 510

Alexandria, VA 22314

Phone: 703-535-5990 Fax: 703-739-6209

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

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

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

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

nc-sara.org

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

3005 Center Green Drive, Suite 130

Boulder, CO 80301

Phone: 303-848-3275

Email: info@nc-sara.org

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

Institute for Christian Studies within Winebrenner Theological Seminary (ICS-WTS)

Our **ICS-WTS** design (**Institute for Christian Studies** within **Winebrenner Theological Seminary**) is meant for adult learners to work and learn side-by-side with our master's-level students.

These online courses are 12 weeks in length, up to 3 hours of classroom instruction per week in a "live" online MS Teams classroom setting. These courses are taught by qualified and trained instructors who possess a terminal degree in their area of expertise, or a master's degree with professional licensure. The rigor for the ICS courses is the same as Master's level courses; ICS uses a slightly different grading scale.

Adult learners may take ICS courses through Winebrenner Theological Seminary without seeking a degree. However, if an ICS-WTS learner wishes to pursue a master's degree at a later date Winebrenner can enroll ICS-WTS adult learners in our Life Exploration program which allows students to take four graduate-level courses (with a final grade of B+ or better) and gain entry into a master's level program without a bachelor's degree. Up to 1/3 of the credits earned in our ICS-WTS design may qualify to be used as Advanced Standing credits in a Master of Divinity or a Master of Arts in Practical Theology degree.

For more information on courses, instructors, credits, Life Exploration, etc. contact Adam Willford, Coordinator of New Student Engagement, at adam.willford@winebrenner.edu, or Dr. Martin Johnson, Chief Academic Officer, at mjohnson@winebrenner.edu.

Recognized Course Sequence

To ensure ongoing progress in the requirements of the Institute for Christian Studies within Winebrenner Theological Seminary, it is important that students follow, as much as possible, the sequence of courses laid out in the schedules below. Failure to follow the course sequence can result in courses out of order, a missing course at the end of the degree program, or a delay in finishing on time. Students are welcome to take additional electives as long as such electives do not disrupt the sequence map. Consult with the CAO on possible exceptions or changes to consider.

Two-Year ICS-WTS Map: (37 credit hours for Certificate of Completion of ICS-WTS)

AY	Fall Sep–Nov (Dec)	Spring Jan–Mar (Apr)	Summer May–Jul (Aug)
1	ICS 0100 Foundations for Seminary Studies ICS 1040 Old Testament Foundations ICS 1250 The Ministerial Person	ICS 2080 A Survey of the History of Christianity Leadership Elective or Mission/Evangelism Elective	ICS 1060 New Testament Foundations ICS 1120 World Religions and Cultural Engagement
2	ICS 1149 Interpreting God's World and Word ICS 2100 Theology 1 >>	ICS 2110 Theology 2 >> ICS 2640 Christian Ethics >>	Counseling Elective Cultural Engagement Elective

*IS 5100 Foundations for Seminary Studies is offered every trimester. It is required for all students during their first term.
>> Prerequisites apply. (The underlined courses are the prerequisite courses.)

Three-Year ICS–WTS Map: (37 credit hours for Certificate of Completion of ICS–WTS)

AY	Fall Sep–Nov (Dec)	Spring Jan–Mar (Apr)	Summer May–Jul (Aug)
1	ICS 0100 Foundations for Seminary Studies ICS 1250 Ministerial Person	ICS 2080 A Survey of the History of Christianity	ICS 1060 New Testament Foundations
2	ICS 1040 Old Testament Foundations ICS 1149 Interpreting God's World and Word	Leadership Elective or Mission/Evangelism Elective	ICS 1120 World Religions and Cultural Engagement Cultural Engagement Elective
3	ICS 2100 Theology 1 >>	ICS 2110 Theology 2 >> ICS 2640 Christian Ethics >>	Counseling Elective

*IS 5100 Foundations for Seminary Studies is offered every trimester. It is required for all students during their first term.
>> Prerequisites apply. (The underlined courses are the prerequisite courses.)

Four-Year ICS–WTS Map: (37 credit hours for Certificate of Completion of ICS–WTS)

AY	Fall Sep–Nov (Dec)	Spring Jan–Mar (Apr)	Summer May–Jul (Aug)
1	ICS 0100 Foundations for Seminary Studies ICS 1250 Ministerial Person	ICS 2080 A Survey of the History of Christianity	ICS 1060 New Testament Foundations
2	ICS 1040 Old Testament Foundations	Leadership Elective or Mission/Evangelism Elective	ICS 1120 World Religions and Cultural Engagement
3	ICS 2100 Theology 1 >>	ICS 2110 Theology 2 >>	Cultural Engagement Elective
4	ICS 2150 Interpreting God's World and Word	ICS 2640 Christian Ethics >>	Counseling Elective

*IS 5100 Foundations for Seminary Studies is offered every trimester. It is required for all students during their first term.
>> Prerequisites apply. (The underlined courses are the prerequisite courses.)

FAQs (Frequently Asked Questions) about ICS–WTS

How much does this cost?

- Our Institute for Christian Studies student fee is \$200 per student per course.
- Books can cost anywhere from \$15.00 to \$55.00 per book per student. There usually is more than one required textbook per course.
- Some courses may require additional fees.
- If an ICS–WTS student wishes to “walk” at graduation and participate in the Commencement Exercises, there is a \$130 graduation fee that covers cap, gown, tassel, certificate folder, and more.

Who handles registration and enrollment?

The Winebrenner Office of New Student Engagement handles all enrollment for ICS-WTS courses. Each adult learner fills out a admissions information form for use by the seminary. Once admission is granted the ICS-WTS student works with the Chief Academic Officer who will instruct students on how to properly self-register for courses.

How do we get our textbooks?

Each adult learner is responsible for purchasing their own textbooks through their favorite bookseller. Ebooks are good alternatives if desired.

Is there a syllabus?

Yes. A copy of the syllabus will be made available by the instructor on our Learning Management platform, Populi (POP-yoo-lee), on or before the initial class session.

Who are the Instructors?

Instructors are men and women who hold an earned master's degree or doctoral degree in theology or ministry. Many of our instructors have experience in ministry as well as education.

What Bible version is used?

Instructors use a variety of contemporary English translations such as NKJV, NIV, NRSV, NLT, NASB, ESV, HCSB, LEB, CEB, or CSB.

Are there any accommodations for disabilities?

We can make reasonable accommodations for most disabilities such as reading, information processing, ADD/ADHD, learning difficulties, etc. If other disabilities necessitate the purchase of specialized equipment (e.g. braille manuscripts, audio books) or the hiring of specialized helpers (e.g. interpreters, readers) the cost may need to be covered by the adult learner or a sponsoring church.

Do I have to have a bachelor's degree?

A bachelor's or baccalaureate degree is not required, although a high school diploma or GED does come in handy. The ability to read and write on a 6th grade level or above is considered a critical skill.

Institute for Christian Studies for Regions, Districts, or Conferences (ICS – Regions)

Our **ICS–Regions** design is meant to help churches, denominational offices or judicatories, Regional Conferences, credentials committees, and more to tailor learning opportunities to fit their specific situations. It's a seminary-style education with a depth of learning, but with a workload that encourages and adapts to the needs of adult learners in specific settings.

Some churches, regions, or denominational groups may use this mode of learning as part of the process or training for licensure and/or ordination in vocational ministry, or for continuing education for ministers and lay leaders.

To learn about developing a program of study for your church, agency, institution, or denomination, please contact Dr. Brent Sleasman, President of Winebrenner Theological Seminary, at brent.sleasman@winebrenner.edu.

For more information on courses, instructors, credits, etc. contact Dr. Martin Johnson, Chief Academic Officer, at mjohnson@winebrenner.edu.

Ministry Training

Tailored courses, each 4 weeks in duration, 3-4 times a year.

- This model can be quite flexible. Each course can be taught weekly for four to eight weeks, three-four times a year. (For example: April, August, and December.)
- The Region or combination of Regions provides Winebrenner with their desired topics of study; Winebrenner creates the syllabus, selects the text(s), and provides qualified, trained instruction.
- This offers great flexibility, many electives, and creative course creation ideas. Learning is ongoing for as long as the ministry partners wish to continue. Depending on the desires of the ministry partner, this can be configured in different ways to suit each specific situation.
- Regional, district, or conference leaderships might consider the “mini-courses” in the ICS-Pathways module for ideas on suitable course offerings with a 4-week duration.

The Winebrenner Seminary trimesters are Fall (Sep-Nov), Spring (Jan-Mar), and Summer (May-Jul) which comprise one academic year. **ICS–Regions** courses could be configured to coincide with the Seminary's academic year calendar, or the courses could be configured as a “calendar year” of study with two “Spring” courses (January and April), and two Fall courses (September and October).

Typically, one textbook is selected by the Instructor for use in an **ICS–Regions** course. Learners can purchase the textbook at their favorite bookstore or through an online source.

Certificates of Completion can be made available upon completion of each course, upon completion of one full year of study, and/or upon completion of an optional 4-year curricular plan.

FAQs (Frequently Asked Questions) about ICS-Regions

How much does this cost?

- In most cases, the Regional Conference pays a portion of the cost for each ICS-Regions course. Some Regions subsidize a portion of the cost and ask students to pay a small amount; other Regions subsidize the entire cost for the students in their Regional Conference. (Talk to the Regional Director for details on cost per student.
- Books can cost anywhere from \$15.00 to \$55.00 per book per student; we usually have one textbook per course.

Who handles registration and enrollment?

The Winebrenner Office of New Student Engagement assists the Regional Directors with enrollment. Each adult learner fills out basic admissions information forms for use by the seminary. The Coordinator of New Student Engagement then registers each learner for the course. Some Regional courses are fully organized by Winebrenner, other courses are fully organized by the Regional Conferences.

How do we get our textbooks?

Each adult learner is responsible for purchasing their own textbook through their favorite bookseller. Ebooks are good alternatives if desired.

Is there a syllabus?

Yes. A copy of the syllabus will be made available by the instructor on or before the initial class session.

Who are the Instructors?

Instructors are men and women who hold an earned master's degree or doctoral degree in theology or ministry. Sometimes, we use adjunct instructors who are licensed or ordained ministers.

What Bible version is used?

Instructors use a variety of contemporary English translations such as NKJV, NIV, NRSV, NLT, NASB, ESV, HCSB, LEB, CEB, or CSB.

Are there any accommodations for disabilities?

We can make reasonable accommodations for most disabilities such as reading, information processing, ADD/ADHD, learning difficulties, etc. If other disabilities necessitate the purchase of specialized equipment (e.g. braille manuscripts, audio books) or the hiring of specialized helpers (e.g. interpreters, readers) the cost must be covered by the adult learner or a sponsoring church.

Do I have to have a bachelor's degree?

A bachelor's or baccalaureate degree is not required, although a high school diploma or GED does come in handy. The ability to read and write on a 6th grade level or above is considered a critical skill.

Institute for Christian Studies Pathways Collaborative (ICS – Pathways)

Our **ICS–Pathways** is designed to help congregations, church associations, and more to tailor learning opportunities to fit their specific situations.

Some congregations or voluntary association of two or more congregations may use this mode of learning for pastors, congregational leaders, pastors-in-training, or lay people as training or continuing education.

Adult learners may take ICS courses through Winebrenner Theological Seminary without seeking a degree. However, if an **ICS–Pathways** learner wishes to pursue a master's degree at a later date Winebrenner can enroll ICS–Pathways adult learners in our Life Exploration program which allows students to take four graduate-level courses (with a final grade of B+ or better) and gain entry into a master's level program without a bachelor's degree. Up to 1/3 of the credits earned in our **ICS–Pathways** design may qualify to be used as Advanced Standing credits in a Master of Divinity or a Master of Arts in Practical Theology degree.

For more information on courses, instructors, credits, Life Exploration, etc. contact Adam Willford, Coordinator of New Student Engagement, at adam.willford@winebrenner.edu, or Dr. Martin Johnson, Chief Academic Officer, at mjohnson@winebrenner.edu.

To learn about developing a program of study for your congregation or association of congregations please contact Dr. Brent Sleasman, President of Winebrenner Theological Seminary, at brent.sleasman@winebrenner.edu.

The designs found on the following pages are simply to show the many ways in which the Institute for Christian Studies (ICS) can be tailored to fit the needs of a congregation, association, or credentialing body.

We invite inquiries into how the ICS curriculum can be adapted to the many unique ministry opportunities that may exist or may yet be dreamt about.

Example 1: Ministry Training Curriculum

One course per trimester, for 3 trimesters each year, for 4 years.

(Each course is taught weekly for 12 weeks: 3 courses per year for four years; total of 12 courses.)

This model is useful for congregations wanting to train leaders or offer seminary-style adult education, or for congregations in partnership or association with other congregations. The potential is unlimited.

Winebrenner currently offers this **Ministry Training Curriculum** in four Ohio prisons.

If desired, Certificates of Completion can be made available after each course, each year, and/or at the end of the 12-course curricular plan.)

AY	First Trimester	Second Trimester	Third Trimester
1	Spiritual Formation ICS 3740 <i>(Investing in Personal Spiritual Transformation)</i>	Interpreting God's World and Word IS 5150-ICS <i>(Growing in Biblical Understanding)</i>	Old Testament Foundations ICS 1040 <i>(Growing in Biblical Understanding)</i>
2	New Testament Foundations ICS 1060 <i>(Growing in Biblical Understanding)</i>	A Survey of the History of Christianity ICS 2080 <i>(Training in Ministry Competency)</i>	*Helping Skills ICS 1512 <i>(Training in Ministry Competency)</i>
3	Survey of Christian Theology ICS 2000 <i>(Investing in Personal Spiritual Transformation)</i>	*Apologetics ICS 3501 <i>(Training in Ministry Competency)</i>	Studies in Paul ICS 3100 <i>(Growing in Biblical Understanding)</i>
4	*Counseling the Dying and Grieving ICS 3550 <i>(Preparing for Ministry Engagement)</i>	*Transformational Communication for Leaders ICS 3912 <i>(Training in Ministry Competency)</i>	Introduction to Christian Missiology ICS 1510 <i>(Preparing for Ministry Engagement)</i>

* Some of these courses can be replaced with a similar course in consultation with the CAO.

As many as twelve Courses in four years (Some partners may choose a one- or two-year curricular program.)

2 courses focused on *Investing in Personal Spiritual Transformation*.

4 courses focused on *Growing in Biblical Understanding* (OT and NT).

4 courses focused on *Training in Ministry Competency*.

2 courses focused on *Preparing for Ministry Engagement*.

Example 2: Mini-Courses for Groups

(Each mini-course is taught weekly for four weeks, three mini-courses per trimester, three trimesters per year: a total of 36 mini-courses—the equivalent of 12 full courses—spread out over four years.) (36 credit hours)

Winebrenner Seminary has created the basic curriculum path that can be modified as desired by the group. This model is great for church groups, church leadership training, licensure and ordination, and more.

If desired, Certificates of Completion can be made available after each course, each year, and/or at the end of the 36 mini-course curricular plan.)

AY	First Trimester	Second Trimester	Third Trimester
1	Nature of Spiritual Formation ICS 3740 - A Spiritual Practices ICS 3740 - B Personality and Piety ICS 3740 - C <i>(Investing in Personal Spiritual Transformation)</i>	Basic Biblical Hermeneutics ICS 2150 - A Cultural Hermeneutics ICS 2150-ICS - B Worldviews and Pluralism ICS 2150-ICS - C <i>(Growing in Biblical Understanding)</i>	The Pentateuch ICS 1040 - A The Prophets ICS 1040 - B Wisdom Literature ICS 1040 - C <i>(Growing in Biblical Understanding)</i>
2	Gospels ICS 1060 - A Pauline Epistles ICS 1060 - B Pastoral and General Epistles ICS 1060 - C <i>(Growing in Biblical Understanding)</i>	The Early Church (100-500) ICS 2080 - A Medieval Christianity (500-1500) ICS 2080 - B The Modern Age (1500-) ICS 2080 - C <i>(Training in Ministry Competency)</i>	Shepherding and Soul Care ICS 1512 - A Basics of Helping Skills ICS 1512 - B Crisis Counseling ICS 1512 - C <i>(Training in Ministry Competency)</i>
3	Theology: Creation ICS 2000 - A Theology: Redemption ICS 2000 - B Theology: Kingdom ICS 2000 - C <i>(Investing in Personal Spiritual Transformation)</i>	Preaching for Listening Ears ICS 3530 - A Exegesis and Hermeneutics ICS 3530 - B Sermon Style and Technique ICS 3530 - C <i>(Training in Ministry Competency)</i>	Paul: Prison Epistles ICS 3100 - A Paul: General Epistles ICS 3100 - B Paul: Pastoral Epistles ICS 3100 - C <i>(Growing in Biblical Understanding)</i>
4	Grief: Individuals/Community ICS 3550 - A Dying: Lifespan and Realities ICS 3550 - B Soul Care Strategies and Skills ICS 3550 - C <i>(Preparing for Ministry Engagement)</i>	Leading: Change vs Character ICS 1250 - A Leading: Knowing Yourself ICS 1250 - B Leading: Leading Like Jesus ICS 1250 - C <i>(Training in Ministry Competency)</i>	God's Kingdom Mission ICS 1510 - A The Church's Role ICS 1510 - B Considering Cultural Contexts ICS 1510 - C <i>(Preparing for Ministry Engagement)</i>

These courses are structured as 2- to 3-hour class sessions, every week for 4 weeks.

This can be configured in different ways to suit a specific situation:

1-hour class session every week for 12 weeks.

1½- hour class session every week for 8 weeks.

If desired, Certificates of Completion can be made available upon completion of each course, each 3-course group, and the entire ICS-Regions curricular plan.

Let's Dream and Design Together

Winebrenner can tailor a program, based on our standardized curriculum, with many avenues for flexibility and ingenuity. Courses can be 4-12 weeks in duration, 1-3 times per year, for a finite period of time or ongoing.

Congregations, associations of congregations, credentials committees, and more interested in this learning format should contact Winebrenner Theological Seminary and request additional information on **ICS-Pathways** opportunities.

FAQs (Frequently Asked Questions) about ICS-Pathways

How much does this cost?

- Our ICS-Pathways student fee is \$200 per student per course.
- Books can cost anywhere from \$15.00 to \$55.00 per student; we usually have one textbook per course.
- Some designs might include the congregation or association subsidizing a portion of the cost for students.
- Sometimes grants are available to cover the cost of a course or more.

Who handles registration and enrollment?

The Winebrenner Office of New Student Engagement assists with enrollment. Each adult learner fills out basic admissions information forms for use by the seminary. The Coordinator of New Student Engagement then registers each learner for the course.

How do we get our textbooks?

Each adult learner is responsible for purchasing their own textbook through their favorite bookseller. Ebooks are good alternatives if desired.

Is there a syllabus?

Yes. A copy of the syllabus will be made available by the instructor on or before the initial class session.

Who are the Instructors?

Instructors are men and women who hold an earned master's degree or doctoral degree in theology or ministry. Sometimes, we use adjunct instructors who are licensed or ordained ministers.

What Bible version is used?

Instructors use a variety of contemporary English translations such as NKJV, NIV, NRSV, NLT, NASB, ESV, HCSB, LEB, CEB, or CSB.

Are there any accommodations for disabilities?

We can make reasonable accommodations for most disabilities such as reading, information processing, ADD/ADHD, learning difficulties, etc. If other disabilities necessitate the purchase of specialized equipment (e.g. braille manuscripts, audio books) or the hiring of specialized helpers (e.g. interpreters, readers) the cost must be covered by the adult learner or a sponsoring church.

Do I have to have a bachelor's degree?

A bachelor's or baccalaureate degree is not required, although a high school diploma or GED does come in handy. The ability to read and write on a 6th grade level or above is considered a critical skill.

Institute for Christian Studies in the Carceral Setting (ICS – Carceral Learning)

Our **ICS–Carceral Learning** is designed specifically for use in correctional institutions as a way of training Christian inmates to minister within their unique context.

This certificate-based, non-degree program of learning has been successfully adapted for carceral learning in two Ohio correctional institutions. Learners in the ICS-Carceral Learning program are not required to hold a baccalaureate degree to enjoy these opportunities to grow in their Christian faith. Winebrenner faithfully works with inmates who, while incarcerated for their crimes, profess faith in Jesus Christ and desire to grow in their faith and service.

Winebrenner can work to tailor learning opportunities to fit specific situations, including live classes, online learning, hybrid learning involving live and online.

To learn about developing a program of study for your specific institution, please contact Dr. Brent Sleasman, President of Winebrenner Theological Seminary, at brent.sleasman@winebrenner.edu.

For more information on courses, instructors, credits, etc. contact Dr. Martin Johnson, Chief Academic Officer, at mjohnson@winebrenner.edu.

The design on the following page shows Winebrenner's current curricular map for the Institute for Christian Studies Carceral Learning. This can be tailored to fit the needs of the specific correctional institution. We invite inquiries into how the ICS-Carceral Learning curricular plan can be adapted to the many unique ministry opportunities found within correctional institutions. Please also see the projected cost for providing this curriculum. Congregations and associations are encouraged to help underwrite this ministry in their locale, as well as assist Winebrenner in securing, vetting, and training instructors for this unique teaching.

Ministry Training Curriculum

One course per trimester, for 3 trimesters each year, for 4 years.

(Each course is taught weekly for 12 weeks: 3 courses per year for four years; total of 12 courses.)

Winebrenner currently offers this [Ministry Training Curriculum](#) in two Ohio prisons.

Certificates of Completion can be awarded at the end of the 12-course curricular plan. Certificates of Involvement can also be given for those inmates who were involved in the ICS-Carceral Learning program but, for whatever reason, were unable to finish the entire program.

AY	First Trimester	Second Trimester	Third Trimester
1	Spiritual Formation ICS 3740 <i>(Investing in Personal Spiritual Transformation)</i>	Interpreting God's World and Word IS 5150-ICS <i>(Growing in Biblical Understanding)</i>	Old Testament Foundations ICS 1040 <i>(Growing in Biblical Understanding)</i>
2	New Testament Foundations ICS 1060 <i>(Growing in Biblical Understanding)</i>	A Survey of the History of Christianity ICS 2080 <i>(Training in Ministry Competency)</i>	*Helping Skills ICS 1512 <i>(Training in Ministry Competency)</i>
3	Survey of Christian Theology ICS 2000 <i>(Investing in Personal Spiritual Transformation)</i>	*Apologetics ICS 3501 <i>(Training in Ministry Competency)</i>	Studies in Paul ICS 3100 <i>(Growing in Biblical Understanding)</i>
4	*Counseling the Dying and Grieving ICS 3550 <i>(Preparing for Ministry Engagement)</i>	*Transformational Communication for Leaders ICS 3912 <i>(Training in Ministry Competency)</i>	Introduction to Christian Missiology ICS 1510 <i>(Preparing for Ministry Engagement)</i>

* Some of these courses can be replaced with a similar course in consultation with the CAO.

As many as twelve Courses in four years (Some institutions may choose a one- or two-year curricular program.)

- 2 courses focused on *Investing in Personal Spiritual Transformation*.
- 4 courses focused on *Growing in Biblical Understanding* (OT and NT).
- 4 courses focused on *Training in Ministry Competency*.
- 2 courses focused on *Preparing for Ministry Engagement*.

FAQs (Frequently Asked Questions) about ICS-Carceral Learning

How much does it cost to bring the Institute for Christian Studies to a correctional institution?

- Our ICS-Carceral Learning student fee is \$200 per student per course.
- A qualified adjunct instructor is paid \$2,000 per course.
- Books can cost anywhere from \$15.00 to \$55.00 per book per student; we usually have one textbook per course.

A reasonable estimate per course:

15 students @ \$200/course = \$3,000 per course
 1 adjunct instructor @ \$2,000 per course = \$2,000 per course*
 15 books @ \$35.00/book/course = \$525 per course
 Total estimate of \$5,525 per course (trimester)

There are three trimesters each year: Fall (Sep-Oct); Spring (Jan-Mar); Summer (May-Jul) with one course taught during the trimester, each 12 weeks in length.

3 trimesters @ \$5,525 per trimester = an estimate of \$16,575 for the year**

* Actual cost for the instructor is determined by the educational level and experience of the instructor.

** Annual costs can be billed monthly throughout the year, even between trimesters.

Who handles registration and enrollment?

The Institution's Chaplain's office selects the students who will participate using any internal rubric of their choosing. (Winebrenner has final approval of all students enrolled.) Each selected student fills out a basic information form for use by the seminary. The Chaplain emails those names and information forms to the Coordinator of New Student Engagement who then registers them for the course. This same roster is used for all courses going forward unless we are informed of someone leaving the program. A new cohort will not begin until the preceding cohort has graduated and the program is fully evaluated for effectiveness.

How do we get our textbooks?

Winebrenner purchases the books and either: 1) brings them to the front gate for immediate inspection and approval on the first day of the course; or, 2) drop ships the books marked to the Chaplain's attention two weeks prior to the initial class session. E-Books are also an option for viewing on inmates' screens.

Is there a syllabus?

Yes. Copies of the syllabus will be emailed to the Chaplain's office who then prints the proper number of copies for dissemination during the initial class session.

Who are the Instructors?

Instructors are men and women who hold an earned master's degree or doctoral degree in theology or ministry. Sometimes, we use adjunct instructors who are licensed or ordained ministers.

What Bible version is used?

Instructors use a variety of contemporary English translations such as NKJV, NIV, NRSV, NLT, NASB, ESV, HCSB, LEB, CEB, or CSB.

Are there any accommodations for disabilities?

We can make reasonable accommodations for most disabilities such as reading, information processing, ADD/ADHD, learning difficulties, etc. If other disabilities necessitate the purchase of specialized equipment (e.g. braille manuscripts, audio books) or the hiring of specialized helpers (e.g. interpreters, readers) the cost must be covered by the Institution.

Do I have to have a bachelor's degree?

A bachelor's or baccalaureate degree is not required, although a high school diploma or GED does come in handy. The ability to read and write on a 6th grade level or above is considered a critical skill.

Institute for Christian Studies International Seminary Training (ICS – International)

Our **ICS–International** allows mission agencies or Regional Conferences to take short-term mission trips to provide education for pastors-in-training for the purpose of ordination, or continuing education for pastors and church leaders.

This certificate-based, non-degree program of learning would be take into consideration any government-approved or government-dictated requirements for licensure and ordination.

Winebrenner can work to design a curriculum sequence to fit specific situations, and can facilitate learning through live classes, online learning, and asynchronous learning.

As an example, the courses listed in the grid below, in this sequence, meets the Kenyan government's suggested curricular plan (23 courses) for proper ordination of state-licensed clergy. Other countries may have similar governmental curricular plans that would help define Winebrenner's **ICS–International** curriculum.

Recommended Sequence for ICS-International

AY	First Trimester	Second Trimester	Third Trimester
1	ICS 0100 Foundations for Seminary Studies (Library Research and Information Competency) ICS 0150 Information and Communication Technology in the Church	ICS 3740 Spiritual Formation (Foundations for Life and Missions) ICS 2080 Survey of the History of Christianity	ICS 2150 Interpreting God's World and Word* (Bible Interpretation and Study Methods) ICS 1040 Old Testament Foundations
2	ICS 1060 New Testament Foundations ICS 3912 Transformational Communication for Leaders*	ICS 1120 World Religions (Comparative Study of Religion) ICS 2100 Christian Theology I	ICS 2110 Christian Theology II ICS 3530 Homiletics (Preaching Skills)
3	ICS 2250 Christianity in the Marketplace of Ideas ([African] Traditional Societies and Christianity)* ICS 3500 Family Relations (Marriage and Family)	ICS 3100 Studies in Paul* ICS 2520 Pastoral Care and Counseling	ICS 2570 Christian Worship ICS 1510 Introduction to Christian Missiology* (Evangelism and Discipleship)
4	ICS 2540 Discipleship Ministry (Christian Education Ministries in the Church) ICS 2640 Christian Ethics	ICS 4500 Biblical Models of Leadership (Guidelines for Leadership) ICS 3501 Apologetics*	ICS 1250 Ministerial Person (Pastoral Theology) ICS 1650 Pastoral Epistles*

At the rate of 3 courses per year (much like the ICS-Carceral Learning or ICS-Pathways), it would take 7-8 years to move students through a 23-course curriculum. Mission agencies considering taking ICS-International curriculum to pastors or pastors-in-training will need to consider an accelerated rate in providing this education.

Winebrenner recommends offering 2 courses each trimester, three trimesters per year for four years.

- This can be done by sending books well in advance so students can get all required reading done prior to the instructors arriving in country.
- An instructor would hold intensive morning class sessions from 8:00 am to noon for 5 days.
- Lunch is a shared group-building time.
- After sharing lunch together, another instructor would hold an intensive afternoon class session from 1:00 to 5:00 pm for 5 days.
- (This could be designed as all-day classes for 2½ days per course.)
- An evening meal would also help build community and provide for interaction and Q&A.
- Alternately, sessions could be held by Zoom or Teams without the students needing to gather in one location. This would only work if each student is given access to laptops for personal use and if they can access stable Internet.

If necessary, some courses could be offered as asynchronous, directed research/study courses in which students read, research, and report (through writing or designing a project or curriculum). These are marked with an asterisk (*).

This design would feature a minimum of 6 courses per year which would cut the curricular plan down to just 4 years, on par with many licensing and ordination training programs.

ICS COURSE DESCRIPTIONS

Some prerequisites or corequisites may apply.

Counseling

ICS 1512 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.

ICS 3150 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.

ICS 3500 Family Counseling and Relations

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

ICS 3550 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.

Church History

ICS 1120 World Religions and Cultural Engagement

Students explore how religious traditions shape social practices and cultural identities. Students become conversant with contemporary expressions of influential religious traditions.

ICS 2080 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.

ICS 3410 The Early Church (100-500)

Students examine the development of the early church, including both the formulation of Christian doctrine and the formation of worship practices. Special attention is given to Christian responses to critique from pagans and heretics, internal strife over how to understand Christ's natures, the impact of Constantine, the development of spirituality, and the beginnings of the emergence of a centralized ecclesial authority.

ICS 3420 Medieval Christianity (500-1300)

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

ICS 3425 The Reformation, Counter-Reformation, and Beyond (1300-1800)

Students trace the background and influences of the late Medieval background to the Protestant Reformation, the pivotal events and major figures of the Protestant Reformation and consequent branches, significant parallel movements, the Roman Catholic response to the Protestant Reformation, and the beginnings and early development of Christianity in North America.

ICS 3430 Christian Faith in the Modern Age (1800-)

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

ICS 3440 The Intertestamental Period

An historical study of the Intertestamental Period with emphasis on readings from the literature of this period such as the Apocrypha, Pseudepigrapha, and the Dead Sea Scrolls and their contribution to our knowledge of history and the varieties of religious thought leading to the New Testament. Students will identify and describe the various genres of Intertestamental literature, placing sources into their proper historical, cultural, and religious contexts. Students will also discover ways that the Intertestamental literature provides important context for the New Testament.

Christian Ministries**ICS 1250 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.

ICS 1510 Introduction to Christian Missiology

Students study God's mission of reconciliation and the role of the Church from biblical, theological, historical, ecclesiological, and cultural perspectives to develop a deeper understanding of how Christian mission shapes the identity, witness, and vocation of the Church.

ICS 2500 Developing Disciples

Christian discipleship is an individual and a community process. People develop into disciples of Jesus through individual commitments to living out the principles taught in Scripture. However, spiritual growth within a relational community greatly enhances the discipleship process. Students will acquire an understanding of a biblical view of community as family and challenges

that hinder its formation. Students will also examine strategies for helping individual Christians grow into a family of believers committed to discipleship.

ICS 2510 Our Disciple-Making Mission

Students explore the biblical-theological foundations of the Mission of God and the divine invitation for the church to participate with Jesus in his mission of reconciliation and restoration. Students engage in the integration of evangelism and discipleship, helping frame courageous conversations and incarnational apologetics.

ICS 2520 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.

ICS 2540 Discipleship Ministries

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.

ICS 2570 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.

ICS 3530 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.

ICS 3740 Spiritual Formation

Students demonstrate understanding of and commitment to personal, Christian spiritual formation. Students research the classic Christian pilgrimage and explore spiritual disciplines, demonstrating self-awareness and insight in their spiritual journey.

ICS 3870 Formational Prayer

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

ICS 3912 Transformational Communication for Leaders

Faithful ministry requires engaging with the world at large in love without adopting values and behaviors inconsistent with one's faith. Therefore, the manner and intention of servant leaders' forms of communication are crucial. This course explores the role of communication as a tool for transformation, under the Holy Spirit's guidance, rather than mere information exchange. Following principles of mature communication, students reflect on how their interior life as

Christians informs their ability to engage the contexts in which they serve and the need to exhibit clarity and empathy in their engagement.

ICS 3960 Marriage Care

Students demonstrate a biblical understanding of marriage and how to utilize formational care as a framework for developing a Christ-centered marriage. They will develop understanding and skills in areas such as premarital marriage preparation, marriage mentoring training, and spiritual formation for couples.

ICS 4100 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.

ICS 4500 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.

ICS 4860.1-3 Supervised Ministry

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

Integrated Studies

ICS 0100 Foundations for Seminary Studies *(required of all ICS/WTS students in the first trimester)*

In this Seminary orientation course students demonstrate understanding of graduate level research, critical thinking, writing, and computer skills through completion of a series of in-class, out of class, and online assignments. They complete initial institutional requirements, are incorporated into the community, and demonstrate proficiency in using academic tools and facilities. *(All orientation lessons are due before the start of the official trimester.)*

ICS 2150 Interpreting God's World and Word

Students develop a coherent approach to the important interrelationship between interpreting the world in which they live and Scripture. They examine competing religious and secular worldviews and how they influence one's conception of the world. They pursue skills in interpreting and applying the Scriptures to themselves and contemporary ministry contexts.

ICS 3561 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.

New Testament**ICS 1060 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.

ICS 3100 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.

ICS 3110 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.

ICS 3260 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.

ICS 3310 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.

ICS 3320 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.

ICS 3440 The Intertestamental Period

An historical study of the Intertestamental Period with emphasis on readings from the literature of this period such as the Apocrypha, Pseudepigrapha, and the Dead Sea Scrolls and their contribution to our knowledge of history and the varieties of religious thought leading to the New Testament. Students will identify and describe the various genres of Intertestamental literature, placing sources into their proper historical, cultural, and religious contexts. Students will also discover ways that the Intertestamental literature provides important context for the New Testament. (This course may be taken for either an Old Testament or New Testament elective.)

ICS 3350 Canonical Gospels

Students interpret the respective narratives of the synoptic Gospels of Matthew, Mark, and Luke as well as the distinctive narrative presentation in the Gospel of John. Key aspects of the

Synoptics' presentations (Jesus' deeds and sayings), and John's presentation (Jesus' unique mission, life, and ministry) and the four Gospels' contemporary applicability are principal foci.

ICS 3370 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.

ICS 3510 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.

Old Testament

ICS 1040 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.

ICS 2020 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.

ICS 2030 Historical Books

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

ICS 2050 Psalter and Wisdom Literature

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

ICS 2052 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.

ICS 3440 The Intertestamental Period

An historical study of the Intertestamental Period with emphasis on readings from the literature of this period such as the Apocrypha, Pseudepigrapha, and the Dead Sea Scrolls and their contribution to our knowledge of history and the varieties of religious thought leading to the New Testament. Students will identify and describe the various genres of Intertestamental literature, placing sources into their proper historical, cultural, and religious contexts. Students will also discover ways that the Intertestamental literature provides important context for the New Testament. (This course may be taken for either an Old Testament or New Testament elective.)

Theology

ICS 1120 World Religions and Cultural Engagement

Students explore how religious traditions shape social practices and cultural identities. Students become conversant with contemporary expressions of influential religious traditions.

ICS 2000 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.

ICS 2100 Theology 1

Students demonstrate understanding of systematic theology in providing a practical synthesis of Christian doctrine. This course builds upon the student's understanding of the historical development of theology in relation to its biblical roots. The principal goal is to reflect upon the normative sources for theology, and apply those sources to affirmation and understanding of beliefs related to the nature and work of God, human nature, and the nature and effects of sin. Students will express their faith and understanding in a personal doctrinal statement. *Prerequisites: ICS 0100, ICS 1040, ICS 1060, ICS 2080.*

ICS 2110 Theology 2

Students demonstrate understanding of the continuing study of Christian doctrine. Students study the work of theologians and form their own affirmations regarding the person and work of Jesus Christ, the ministry of the Holy Spirit, the Church and the consummation of all things in the kingdom of God. Students will continue to build their own personal doctrinal statement. *Prerequisites: ICS 0100, ICS 1040, ICS 1060, ICS 2080, ICS 2100.*

ICS 2640 Christian Ethics

Students demonstrate understanding of the nature of personal and corporate moral decision-making. They identify and evaluate methods of moral decision-making and scriptural models for moral deliberation. Various types of case studies are used to practice applying the methods to specific moral issues. *Prerequisites ICS 0100, ICS 1040, ICS 1060, ICS 2080, ICS 2100; ICS 2100 may be taken concurrently.*

ICS 3670 Method and Practice of Biblical Theology

Students engage the discipline of biblical theology at three levels. Methodologically they examine the discipline's history, rationale, and representative ways of organizing and expressing its findings. Pragmatically they trace representative biblical-theological themes (e.g., creation, fall, covenants, promise, kingdom, and messianic expectation) in Old and New Testament contexts integrating exegetical methods and explicating Scripture's grand narratives. They lastly assess the relevance of discipline for theological reflection and application in ministry contexts. *Prerequisites: ICS 0100, ICS 1040, ICS 1060, ICS 2080.*

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ACADEMIC CALENDAR

For the exact dates for the current Academic Year
see the Academic Calendar on Winebrenner.edu > Current Students > Academic Calendar

FALL TRIMESTER

mid-Jul 19	–	Registration opens for Fall trimester
around Aug 30	–	Registration for Fall trimester closes
around Sep 1	–	Start of Fall trimester*
Labor Day	–	(No Classes/Offices Closed)
mid-Oct	–	Last day to withdraw from a course
Veteran's Day	–	(Classes <u>will</u> be held)
Thanksgiving	–	Wed before, Thanksgiving, and Fri after (No Classes/Offices Closed)
end of November	–	End of Fall trimester; course sites close
early December	–	Final Grades Due
Christmas	–	Offices close at noon on 12-23 in observance of Christmas Eve. Offices closed for 12-24 through 12-26 in observance of Christmas.

SPRING TRIMESTER

mid-Nov	–	Registration opens for Spring trimester
January 1	–	New Year's Day observed. (No Classes/Offices closed.)
around Jan 2	–	Registration for Spring trimester closes
around Jan 3	–	Start of Spring trimester*
MLK Jr. Day	–	(No Classes/Offices Closed)
Presidents Day	–	(Classes <u>will</u> be held)
mid-Feb	–	Last Day to withdraw from a course
end of Mar	–	End of Spring trimester; course sites close
early Apr	–	Final Grades Due

SUMMER TRIMESTER

mid-Mar	–	Registration opens for Summer trimester
around Apr 30	–	Registration for Summer trimester closed
around May 1	–	Start of Summer trimester*
Memorial Day	–	(No Classes/Offices Closed)
Juneteenth	–	(No Classes/Offices Closed)
mid-Jun	–	Last Day to withdraw from a course
Jul 4	–	Independence Day (No Classes/Offices Closed)
end of Jul	–	End of Summer trimester; course sites close
early Aug	–	Final Grades Due (Grades for graduates due 7-30)
first Sat in Aug	–	Commencement

* The orientation course, Foundations for Seminary Studies (IS 5100 / ICS 0100) has orientation lessons that start four weeks before the official start of each trimester (Fall: Aug 1; Spring: Dec 1; Summer: Apr 1.) All new students must take this course in their first trimester of study. Orientation Lessons due before the official start of the trimester.

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

For the exact dates for the current Academic Year see the Academic Calendar on winebrenner.edu.

GENERAL ACADEMIC INFORMATION

ADMISSIONS

Admission Policy

Winebrenner Theological Seminary's Institute for Christian Studies admission policy does not permit discrimination based on race, color, national or ethnic origin, sex, disability, or age. (Applicants are asked to be 21 years of age or older.)

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

Background Check Policy

In order to enhance the health, safety, and security of students, faculty, and staff of Winebrenner, as well as those external constituencies where ICS adult learners may be serving during supervised coursework where supervision in an external setting is required shall submit to a background check. All records obtained will be held in confidence.

In the event of an adverse finding, the Chief Academic Officer will be notified and will review the finding. The student will be contacted and given opportunity to provide explanation of the circumstances. In some instances, the student will be required to modify the type of setting or activity allowable. Appropriate location staff will be identified, and notification required by the student, with proof of this notification provided to the Chief Academic Officer. Should the student be ineligible for a Supervised Ministry setting based on an adverse report, essential personnel will be notified.

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

TECHNOLOGY STANDARDS

Computer Hardware and Software

For those adult learners planning to attend ICS courses by way of online instructions must have computers that are compatible with Microsoft Office, have the ability to connect to the Internet and to access MS Teams online environment using a microphone and webcam for class participation. These adult learners are required to have up-to date anti-virus software, anti-spyware software, and up-to-date operating system security patches and updates. Any papers and/or assignments must be submitted using the latest Microsoft Word software, a part of the Microsoft Office Suite. Desk-top and laptop computers designed to operate solely in the Microsoft Edge environment may provide limited capabilities and require the online only use of some vital apps like MS Word. This may cause hardships for adult learners; choose a computer wisely. Computer software may change as the need arises. When created in other software, it is the student's responsibility to save the document in .docx format and guarantee formatting compatibility.

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

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

Minimum Configurations for Windows-Based Personal Computers:

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

Recommended Configurations for Windows-Based Personal Computers:

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

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

Computer Assistance

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

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

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

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

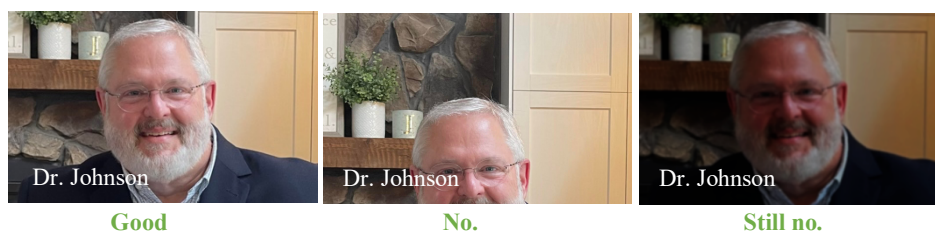
Video Conferencing – Digital Delivery Guidelines

Students are expected to represent professional dispositions of maturity and responsibility in their usage of technology during class, including computers, cell phones, etc. Students should be “on camera” in MS Teams classes and ready to participate in the learning community.

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

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

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



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

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

Learning Technology

Populi

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

Students and instructors are required to upload an accurate photo to their Populi Profile that clearly shows their face to verify identity. Family photos, vacation photos, or professional portraits may be used but avatars or cartoons are not considered helpful. (See the faculty and staff photos earlier in this Handbook.) Because we generally face stricter legal mandates to enforce photo identification than traditional, physical campuses, institutions that offer courses online require students and instructors to submit an internal account photo; Winebrenner uses these photos for our internal Populi portal as well as for security and proper identification.

Under the Family Educational Rights and Privacy Act (FERPA), an internal student ID photo stored on a secure portal such as Populi is treated as a protected educational record. Current federal guidelines mandate, and our policies stipulate, that photos on student accounts and cameras used during online class sessions provide identify verification to prevent fraud, ensuring the correct properly admitted person is the person completing coursework or tests. Under the [Higher Education Opportunity Act \(HEOA\)](#), institutions offering distance education are legally mandated to verify that the student who registers is the same person who completes the work.

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

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

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

Teams

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

When the labels "External" or "Unverified" or the icons , , or  appear next to a student's name in a Teams meeting, that signifies they are not properly signed in. "External"

( or ) means that the user is signed into a Microsoft account that is not a UFnet account. "Unverified" () signifies someone has joined when not signing into an account; Teams doesn't know who they are because they have not been authenticated. [Please see this document for additional information.](#)

Hovering over the icon will reveal the issue with the "Trust Indicator" icon. (If there is no Trust Indicator, that signifies that the student is properly signed in and that all aspects of Teams should work for that student.)

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

There are several helpful videos on different topics for Microsoft Teams at this link:

<https://support.microsoft.com/en-us/office/microsoft-teams-video-training-4f108e54-240b-4351-8084-b1089f0d21d7>

Digital Library Services

Winebrenner Theological Seminary is a member of the Digital Theological Library. Students are provided with login information during the orientation process. The library consists of approximately 1 million e-books and 80+ million articles, journals, and databases. More information may be found later in the Catalog under "Library." DTL orientation materials can be accessed here: <https://www.youtube.com/channel/UCALUpil8XBy3enOsmsa5DA>. Please note that it can take as long as 7 days for new student ID numbers to be registered for use with the DTL.

Email Usage

Some adult learners in the Institute for Christian Studies are given school-issued email address or messaging available through Populi. This special school email should be used for all school related matters. Most adult learners in the Institute for Christian Studies are not given school-issued email addresses.

ACADEMIC STANDARDS

Credit Hour Definition

A 1-credit course involves 8-12 hours of actual class engagement over a period of 4-12 weeks, and possibly a total of 24 hours of student work outside of the classroom setting.*

A 2-credit course involves up to 24 hours of actual class engagement over a period of 12 weeks, and possibly a total of 50 hours of student work outside of the classroom setting.*

A 3-credit course involves up to 36 hours of actual class engagement over a period of 12 weeks, and possibly a total of 72 hours of student work outside of the classroom setting.*

* Student work outside the classroom setting may include, but is not limited to: reading, research, written assignments, and other academic exercises deemed appropriate to the subject matter. Additional hours may also include practical ministry assignments which are directly related to the subject matter of the course.

Delivery Types

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

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

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

Contextual – Students learn from one or more contexts, many with supervision by a mentor, all moderated by an instructor.

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

Distance Delivery

Many ICS courses are offered through synchronous, distance delivery (live classes online). (Some ICS courses are offered live, in person; some include asynchronous learning components.)

Audit of Courses

Adult learners who want the opportunity to take one or more ICS courses per trimester but do not wish to do the homework required 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 a Certificate of Completion. To enroll as an auditor, students must request registration as an Auditor and sign an Auditor Covenant. Auditors will be enrolled in the course only after all degree students have been enrolled.

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

Grading System

While a course may have several educational goals, one single grade is given for student performance in that course. Instructors reserve the right to factor into the student's grade elements such as tardiness, attendance, class participation, interaction with assignments, and personal and professional disposition. Matters of form, style, and grammar may also be factored in when 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. The course will not be counted towards a Certificate of Completion.

Students registered for credit will be required to fulfill all requirements of the course syllabus and earn the equivalent grade of C- or better in order to pass the course and receive credit towards a Certificate of Completion. A course in which an F is received may not be used to meet the minimum requirement for an ICS Certificate of Completion.

Academic Warning and Dismissal

Students whose coursework is consistently below the standards expected of adult learners in the ICS can be given a warning and may be asked to withdraw from the course. Consistent poor behavior or failure to complete assignments may result in being asked to step out of the ICS program.

Dispositional Probation and Remediation

If a significant concern about a student's personal/professional disposition is identified through repeated issues in contact with faculty and/or administrators, three options are available. The student may be given an Remediation Plan (RP) to help them succeed; the student may also be given a warning; the student may be asked to step out of the ICS program for the remainder of the trimester, possibly longer.

Remediation Plan

The following Remediation Plan (RP) procedures may be followed:

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

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 any Remediation Plan(s) and continue in the ICS program.
2. If improvement is only moderate, the instructor may recommend to the CAO that the student continue Remediation.
3. If there has been no improvement, the instructor and/or Chief Academic Officer may recommend the student step out of the ICS program which must be approved by the Executive Director or Seminary President.

Registration for Courses

Students may register in a number of ways.

ICS-WTS students may register for courses online via Populi during the three official trimester registration periods of the Seminary.

ICS-Pathways students may register through their representative and may also register through the Office of New Student Engagement.

ICS-Regions students may register through the Regional Directors or through the Office of New Student Engagement.

ICS-Carceral Learning students are automatically registered for the next scheduled ICS course.

ICS-International students may register through the short-term missions group bringing the courses to the international students.

Changes in Registration, Additions, Drops, and Withdrawals

Courses may be dropped by the student prior to midnight the day before the first day of classes. It may not be possible to add a course after the first week of the trimester. Changes in registration and adjustments of the student's academic schedule must be approved by the Chief Academic Officer.

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

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

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 Chief Academic Officer before the second week of class.

Disability Support

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

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

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

- Winebrenner has no provision for providing tutors in content areas. However, a student may ask the instructor to identify which students might have enough proficiency so that they could be helpful as study partners, etc. That relationship should be viewed as an informal agreement between those students.
- Students may request that an instructor allow recording of lectures so they may be reviewed several times. This is considered a better method for reviewing lecture material than requesting notes from a fellow student.
- Additional time on examinations may be coordinated with the instructor upon approval of the CAO.
- An extension at the end of the course may be granted, but additional extensions beyond that initial extension will not be granted. Course extensions do not guarantee extensions on all assigned work since much of the coursework builds on previous assignments.
- No reduced assignments are permitted. Extended time on assignments is at the discretion of the instructor but cannot exceed 14 days.
- No grading changes are permitted and no test format changes will be permitted other than those which provide equality of access. No extra attempts at tests will be permitted.

- A student with a disability who requires assistance in the classroom should contact the CAO at least three weeks prior to beginning of each term to arrange for their support person to receive auditor status. If accommodation includes the need for an ASL interpreter, designated note-taker, interpreter, personal needs assistant, etc., the Seminary will provide the opportunity for the student to arrange for such assistance. When a support person is approved to audit a course, necessitated by the student's disability, the Seminary will waive all associated fees. All waivers are approved by the CAO. Winebrenner does not provide interpreters or other types of class support persons. Certified and trained Service Animals are welcome. Not all Emotional Support Animals can be accommodated. Late Work, Class Absences, and Extension policies remain in effect.
- Students are primarily responsible for the implementation of their Academic Accommodation Plan in each of their courses. Once the ISAP has been established with the student and the CAO, it is the student's responsibility to meet with their instructor(s) at least one week prior to the first class session, provide them with a copy of their ISAP for the trimester, and discuss the implementation of the accommodations.
- Students receiving accommodations should communicate any issue(s) to the CAO or to their advisor as soon as the issue(s) arise. Students are responsible for contacting the CAO each trimester (or each academic year) to continue services and/or to request any adjustments to their ISAP.
- If an instructor finds that meeting a specific accommodation proves especially difficult, the instructor may appeal to the CAO for assistance, clarification of the accommodation plan, or suggested changes to the IASP in place. The CAO, the student's advisor, the instructor, and other professionals appointed by the CAO will convene to discuss the problematic accommodation. When prudent, the student with the IASP will be included in the discussion on the necessity of the accommodation(s) and/or the possible modification of the IASP.

Graduation

Studies in Winebrenner's Institute for Christian Studies culminates with graduation. Students who have successfully taken and passed the full required number of credits for their sequence of study will be eligible for graduation and will receive a Certificate of Completion for the ICS.

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, as confirmed by the CAO, 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 CAO must be notified by the instructor.

Absence from Class(es).

Regular attendance of classes is an integral part of successful learning in all course delivery types. Seminary students are training to be professionals responsible for the welfare of others,

whether in ministry vocations, academic settings, or counseling situations. Class attendance, arriving on time, and active, meaningful participation in discussions and dialogue with peers and instructors are essential in order to evaluate the student's preparedness and, therefore, may constitute a portion of the student's final course grade. Students learning through the MS Teams online environment are to have their camera activated and be visibly present, observing good etiquette (as outlined in this Catalog and in the course syllabus).

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

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

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

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

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

Extension Requests (Coursework Extensions and Course Extensions)

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

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

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

Inclement Weather and Emergency Situations

Although we enjoy many freedoms through Winebrenner's online learning environment, severe weather and other emergencies can still affect online access for Teams class sessions, Outlook email, and Populi. Whether you are attending a class session or teaching a class session there are likely going to be individuals who live in an area (which could be anywhere in the world) where severe weather or other emergencies could interfere with you being able to safely and effectively participate in a Teams class session.

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

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

1. Seek safety and protection when and where necessary.
2. Remain ready so that if power is restored or an all-clear is sounded you may join (or rejoin) a class session that may be in progress.
3. If you are an instructor who has had to step away, you could email your roster and/or resume class until your normal ending time.
4. If a Teams class session has to be shut down or cancelled, there is no official provision for making up that class session. (Instructors, you will need to amend your teaching plans to work around the missed class session.)

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

Coursework

Syllabi

The syllabus will be made available by the instructor who is teaching the course. A syllabus is considered a “contract” between the instructor and all students on the course roster. However, in extenuating circumstances (inclement weather, emergencies, illness, obvious mistakes, a directive from the CAO or Executive Director, or other exigencies), instructors may alter a syllabus and give notice to students of the needed change.

Textbooks

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

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

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

Bible Recommendations

Winebrenner recommends that each adult learner possess and use a print copy of a contemporary English translation (e.g., NKJV, NIV, NRSV, NLT, NASB, ESV, HCSB, LEB, CEB, or CSB).

Trimester Schedule

The Winebrenner Seminary trimesters are Fall (Sep-Nov), Spring (Jan-Mar), and Summer (May-Jul) which comprise one academic year. Some ICS courses may take place outside of the typical seminary trimester system.

Writing Style Format for ICS

Winebrenner has a *required* writing style for all papers submitted for grading. The *Turabian Manual for Writers of Research Papers, Theses, and Dissertations*, current edition,* is the standard format for all papers in the ICS. Winebrenner utilizes the Notes-Bibliography Style found in Turabian. This style is used by all ICS students.

The basics of this writing style are easy to master:

- 1-inch margins on top, bottom, left, and right sides
- 12-point Times New Roman font
- double-spaced text
- page numbers (upper right corner)
- appropriate documentation/citation of sources (see below)
- Bibliography (separate page)
- title page with your name and the name of the course

If you are using handwriting for assignments, please write legibly using black or blue ink or #2 pencil on lined paper.

Cite your sources using the following format

Sample Footnote:

¹ Author's First Name and Last Name, *Title in Italics: Including the Subtitle* (Publisher's Name, year of publication), page number.

EXAMPLE:

¹ Ruth Haley Barton, *Sacred Rhythms: Arranging Our Lives for Spiritual Transformation* (IVP Books, 2006), 21.

Sample Bibliographic Entry:

Author's Last Name, Author's First Name. *Title in Italics: Including the Subtitle*. Publisher's Name, year of publication.

EXAMPLE:

Barton, Ruth Haley. *Sacred Rhythms: Arranging Our Lives for Spiritual Transformation*. IVP Books, 2006.

*** It is recommended that students possess a copy of the current edition of the *Turabian Manual*. See a current course syllabi for the current edition.**

Helpful sample papers and writing guides can be provided by the instructor.

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

Class Participation

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

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

Course Evaluations

All ICS adult learners are requested at the end of every term to complete a course evaluation for each course in which they were enrolled; directions for completion will be sent at the end of the term. The data from course evaluations is anonymous. Timely completion of course evaluations is stressed; the data from the course evaluations is essential.

Library

Winebrenner Seminary is part of the Digital Theological Library, a library designed for distance students. Students can access the DTL at <https://libguides.thedtl.org/home>, and when promoted, select Winebrenner Theological Seminary from the drop-down menu, then use your student ID number as your passcode. If you do not know your student ID number, you may contact your instructor or the CAO. If your passcode will not work, contact the CAO immediately.

STUDENT SERVICES AND GUIDELINES

Standards of Life

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

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

Inclusive Language

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

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

Informed Consent

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

Many ICS courses emphasize self-awareness and self-exploration, as well as giving feedback to peers. Although uncomfortable at times, students are encouraged to be open to self-exploration. Additionally, professionalism, grace, self-control, and self-awareness are necessary when *giving* and *receiving* feedback from peers and instructors.

At times, ICS class sessions may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and

revealing information about one's personal history. Self-disclosure (i.e., the content and depth of personal information shared with others) of personal history is *not* required to successfully pass any course; however, students may be expected to share their reactions to experiential activities. Thus, it is each student's responsibility to determine *an appropriate level of self-disclosure balanced with reactions* in experiential learning activities.

Adult learners in the ICS often experience personal growth as they progress through the program. However, the courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor knowledge and skills.

Although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the privacy and confidentiality of any such disclosures that are made. Additionally, please be advised that disregarding the privacy and confidentiality rights of classmates will not be tolerated and will be addressed according to the circumstances of the event

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

Academic Integrity

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

Dishonesty includes, but is not limited to, copying from another's exam or paper; allowing another to copy from one's own exam or paper; giving or receiving inappropriate aids or study guides for exams; misuse of copyrighted materials; misappropriation of research materials; or submission of the same work product in more than one course without permission of the instructors. Plagiarism is the passing off of another's ideas or writings as one's own. Plagiarism can be avoided by appropriately acknowledging the work of others either in footnotes, quotations, or by oral recognition in an oral presentation. If a student violates the standard on academic integrity, they will be subject to disciplinary action determined by the instructor and Chief Academic Officer. A student who violates the standard a second time may be dismissed from the Seminary and such dismissal will be noted on the student's transcript.

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

There may be some beneficial and appropriate uses of AI in academic work. Using helpful tools or apps to check spelling and grammar are permissible. Tools like MS Word autocorrect, spell-check, and grammar-check features are good examples of how early AI programming can benefit us in education. Students for which English is a second language might use AI to help correct and tighten their English usage. Students and instructors doing research might use some AI tools to assist with refining research questions or helping to develop parameters for literature reviews. Apps like Grammarly can scan for errors and may make suggestions for edits, but such compositional editorial assists are very different from an AI program that composes elements of a reflection paper, position paper, or book review from a few suggestions.

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

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

Copyright Infringement 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 US Copyright Office at www.copyright.gov.

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—of the copyright owner—include the exclusive right to reproduce or distribute a copyrighted work. Making duplicated copies of pages, re-typing pages, displaying copies of copyrighted materials, or downloading or uploading parts of a copyrighted work in a filesharing context without written permission from the copyright owner constitutes an illegal infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For “willful” infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505. Willful

copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the US Copyright Office at copyright.gov.

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

Complaints, Grievances, and Grade Dispute Process

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

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

Grade Dispute

When an adult learner wishes to dispute a grade assigned in a course, the learner should contact the Chief Academic Officer. This appeal process must be started within three weeks of the grade in dispute being posted. The learner's Program Advisor or Director (or, in the event the Program Director or Advisor is involved in the dispute, a suitable faculty substitute as chosen by the CAO), as well as the CAO, and/or the Executive Director, and/or the President of the Seminary shall serve as a Committee of Arbitration, whose decision shall be final. The process will be completed within 90 days from the end of the trimester.

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

SARA State Complaint Process

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

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

Accreditation Agency Complaint Process

Students with complaints that are not resolved at the institutional level may file complaints with the various agencies that accredit the institution and programs. Links to each accreditors' complaint process are provided on the [Accreditation page](#) of the website.

Student Success

Academic and Personal Advising

Academic advising is coordinated and provided by the Chief Academic Officer. All ICS adult learners should contact the CAO to clarify academic advising questions.

At times an ICS adult learner may find his or her abilities challenged or pushed to new limits and will need to seek advice or assistance. Assistance is offered to students by the Chief Academic Officer. Students are encouraged to seek assistance on their own but may also be referred by instructors. The Chief Academic Officer may initiate contact with students if academic "flags" or academic audits indicate a potential need to offer assistance.

Faculty Office Hours

Faculty members (full-time and adjunct) desire to be available to adult learners for assistance, guidance, and dialogue. Syllabi list faculty members' availability, before or after class sessions, and in some cases, online, by email, and/or by phone.

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 or class session off-campus or online. Likewise, the use or possession of alcoholic beverages is also prohibited at any on-campus or at any Seminary-sponsored activity or class session off-campus or online. Violators of this policy will be subject to dismissal from the Seminary.

Student Records

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

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

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

Transcripts and Permanent Student File

Information recorded on the transcript by the Office of the Chief Academic Officer includes the following: name; identification number; home address; date of birth; dates of attendance; discipline including dates and details of academic and/or dispositional action (warning, probation, and/or dismissal or disqualification); readmission; course numbers and titles; units of credit; grades and; grade points earned for each course; overall GPA; and identification of courses repeated.

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

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

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

Student's Right of Access

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

Name Change Procedure

Official name changes can be reported by submitting a scanned copy of a marriage license, court document, or a scanned driver's license and social security card to the Chief Academic Officer from the student's school-issued email account, by mail, or in person.

Enrollment Verifications and Endorsements

Current students who require a letter of good standing, an enrollment verification, or other endorsement for any agency, denomination, or organization, must put their request in writing to the Chief Academic Officer. Graduates seeking letters of reference may contact individual instructors directly.

Course Locks

Learners with any outstanding balance with the Business Office, parking fines, library fines, Dispositional Probation, or certain other serious issues will not be able to register, gain access to their course(s), take exams, or view a report of their grades in Populi if a Registration Lock, Course Lock, and/or Financial Lock is placed on their account. **Instructors will not provide “workarounds” for ICS learners to access course information when a Lock has been placed on their Populi account.** Viewing grades in person may be arranged by appointment with the Chief Academic Officer although a copy will not be issued (see Student's Right of Access on page 54), a certificate or diploma will not be bestowed, and a transcript or recommendation may not be requested until all obligations are met.

FINANCIAL INFORMATION

Fees

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

The tuition rates and fees 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.

Current Tuition (not for ICS students)

- Doctor of Ministry courses, \$300/month
- Master's level courses, \$300/month
- Life Exploration, \$300/month

Current Mandatory Fees

- Application fee (non-refundable), \$30
- Institute for Christian Studies (ICS), \$200/course
- Audit fee, \$200/course
- Graduation fee, \$130 (Note: A graduating student must make all final payments before the diploma or Certificate of Completion is bestowed or transcripts are released, regardless of what Populi lists as the due date)
- Late Payment fee, \$10
- Payment Return fee, \$15
- Transcript fees, \$6 for emailed digital copies, \$20 for paper copies by Priority Mail.
- Transcripts older than 10 years may require additional fees.

To request an official transcript through Populi, use the upper left pull down menu to select My Profile, then select Student, Transcript, Transcript Actions, then Official Transcript Request. An alternative is to go to winebrenner.edu > Current Students > Records and Forms > and select the Transcript Request Form; click on that link.)

Supplemental Course Fees

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

All supplemental course fees are non-refundable.

Payment of Tuition and Fees

Payments for ICS courses must be made at the time of registration for the course. Failure to pay for the course, or have the sponsoring agency, judicatory, or regional conference office make the necessary payment will result in a Course Lock being applied to a student's account.

Payment methods include:

- Payments by credit card will incur a non-refundable 1.5% convenience fee.
- Payments by check must be made payable to Winebrenner Theological Seminary and mailed to Winebrenner.
- Payments withdrawn by Winebrenner from a student's checking account will occur on the 20th of the month or the business day that precedes the 20th if it falls on a weekend or holiday. Please contact the business office (business@winebrenner.edu) for the appropriate form. The exception to this is the final month prior to graduation in which all outstanding tuition and fees may be drafted prior to graduation.

All accounts must be paid, in-full, by the end of the term in order for a student to begin coursework in the subsequent term. Students (both current and former) will not receive a fee statement mailed monthly.

Students with any outstanding balance with the Business Office will not be able to register, gain access to their course(s), or view a report of their grades in Populi since a Financial Lock will be placed on their account. **Instructors will not provide "workarounds" for students to access course information when a Lock has been placed on their Populi account.** Viewing grades in person may be arranged by appointment with the Chief Academic Officer although a copy will not be issued (see Student's Right of Access), a Certificate of Completion will not be bestowed, and a transcript or recommendation may not be requested until all obligations are met. Students having unusually difficult financial hardships may request special arrangements with the Business Office.

Refund of Tuition and Fees

No tuition refunds or refunds of payment(s) made will be given if a student withdraws from a course in progress. Only a complete withdrawal from all courses will result in a refund in accordance with the Refund Policy.

NOTE: Any credit balances greater than \$5 on a student's account will be refunded. A credit balance of \$5 or less will remain on the student's account and be applied to future tuition and/or fees.

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

Withdrawal from all courses during the first month of a trimester: 75% Tuition Refund

Withdrawal from all courses during the second month of a trimester: 50% Tuition Refund

Withdrawal from all courses during the third month of a trimester: no refund

All course fees are non-refundable.

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

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

Bad Debt Policy

When a person is no longer registered as a student, they will have three (3) months after the registered term to pay their account in full. At the end of that time, they will receive a letter reminding them of the past-due balance and that the account may be turned over to a collection agency after two (2) additional months.

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

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Title IX Policy

I. Scope of Policy

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

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

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

II. Title IX Coordinator

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

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

III. Prohibited Conduct Under This Policy

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

A. Sex/Gender Discrimination

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

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

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

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

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

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

B. Sex/Gender Harassment

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

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

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

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

C. Sexual Harassment

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

- A school employee conditioning education benefits on participation in unwelcome sexual conduct (i.e. quid pro quo); or
- Unwelcome conduct that a reasonable person would determine is so 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:

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

B. Preserving Evidence

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

1. Sexual Assault Nurse Examinations

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

Evidence collection may occur up to 96 hours after the assault and occurs only with the consent of the victim. The evaluation includes evidence collection, a physical examination, treatment, and/or counseling. The individual may opt out of any part of this evaluation at their own discretion. These evaluations can be obtained through the Blanchard Valley Hospital Emergency

Center, and they are free regardless of whether the individual chooses to pursue criminal charges. More information can be found on their website at:
<http://www.bvhealthsystem.org/services/emergency/sexual-assault-services>.

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

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

2. Other Evidence Collection

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

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

C. Filing a Report

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

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

The Seminary's mandatory response must include:

- Offering supportive measures to the complainant (i.e. the person alleged to be the victim) with the purpose being equal access to education.
- The Title IX Coordinator promptly contacting the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

- Following a grievance process that complies with the Final Rule before the imposition of any disciplinary sanctions or other actions that are not supportive measures against the respondent.
- Must not restrict rights protected under the US Constitution, including the First Amendment, Fifth Amendment, and Fourteenth Amendment, as a way of responding in a non-deliberately indifferent manner.

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

1. Title IX Coordinator

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

2. Law Enforcement

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

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

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

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

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

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

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

A. Privacy of the Process

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

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

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

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

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

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

If a report discloses an immediate threat to the campus community, the Seminary may issue a Timely Warning of the conduct in the interest of the safety and well-being of the campus

community. This warning will not contain personally identifying information about the Complainant.

B. Amnesty

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

C. Interim Measures of Protection and Other Accommodations

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

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

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

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

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

D. Informal Resolution

The Seminary may not require the parties (complainant and respondent) to participate in informal resolution and may not offer informal resolution unless a formal complaint is filed. Complaints may generally be resolved through an informal resolution process unless the Title IX Coordinator determines that informal resolution is inappropriate under the circumstances. Both parties must give voluntary, informed, written consent for informal resolution. This process involves informal consultation with both parties, either together or separately, to find an acceptable resolution for both parties without invoking the formal investigative process described below. The informal process may include counseling the Complainant on ways to address the Respondent

directly regarding their behavior if the Complainant is comfortable doing so, counseling of the Respondent by the Title IX Coordinator or other appropriate administrator on appropriate behavior under this Policy, a facilitated discussion between the parties, a mediated agreement between the parties, or any other informal process that is appropriate under the circumstances. Both parties are permitted to bring one advisor of their choosing to any discussions as part of the informal resolution process.

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

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

E. Formal Resolution

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

1. Initial Assessment

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

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

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

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

2. Investigation/Adjudication

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

The Seminary conducts a prompt, impartial, adequate, reliable, and thorough investigation of charges regarding Prohibited Conduct. Investigations will be carried out by an investigative team comprised of four trained individuals who do not have a conflict of interest or bias for or

against either party. The investigative team will be comprised of two investigators, the Title IX Coordinator and one additional trained team member. The two investigators are assigned by the Title IX Coordinator and are required to keep information obtained in the investigation private except to the extent necessary to conduct the investigation or to protect the health or safety of the parties or others. In cases involving a large number of witnesses or other complex situations, additional trained, impartial investigators may be used to support the investigative team.

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

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

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

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

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

If any of the charges are substantiated, the Final Determination will also include sanctions against the Respondent. All sanctions are determined fairly and impartially and, on a case-by-case basis. In determining the sanctions, the investigative team may consult with the Title IX

Coordinator, the Chief Academic Officer, the President, or other Seminary administrators or supervisors, as they deem appropriate in the situation.

Sanctions may include, as appropriate:

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

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

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

3. Hearing

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

- Live hearing may be conducted with all parties physically present in the same geographic location or, at the Seminary's discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually, with technology enabling participants to simultaneously see and hear each other.
- At the request of either party, the Seminary must provide for the live hearing to occur with the parties located in separate rooms with technology enabling the decision-maker(s) and parties to simultaneously see and hear the party answering questions.

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

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

4. Appeals

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

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

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

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

The Seminary President

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

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

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

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

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

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Student's Acknowledgement of Understanding

The comprehensive listing of administrative and academic guidelines found within the ICS Handbook has been established to support and promote an optimal learning environment within the Institute of Christian Studies (ICS) and across all Winebrenner learning modalities. Students are responsible for becoming familiar with the detailed contents of the ICS Handbook 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 ICS Handbook and agree to abide by the policies contained within.

Signed _____

Date _____

Please copy, sign, and return to the Chief Academic Officer.

You may [click here](#) to fill out and submit this form online.