Student Handbook

2026-2027



FAITH
THEOLOGICAL SEMINARY

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Catonsville, MD 21228
(410) 788-6132

https://www.ftscatonsville.org/

Last updated 11/13/2026

Table of Contents

WELCOME FROM THE SEMINARY PRESIDENT **4**

ADMINISTRATIVE SERVICES AND CONTACTS **6**

ADMISSIONS POLICY AND PROCESS **7**

BUSINESS OFFICE SERVICES **7**

COMPUTER ACCESS AND USAGE **8**

DATA SECURITY, STORAGE, RETRIEVAL, AND RETENTION **8**

COURSE MATTERS FOR STUDENTS: CALENDAR, REGISTRATION, ADD/DROP, REPEATING COURSES, WITHDRAWAL **9**

ACADEMIC CALENDAR 2026-2027 9
FEE SCHEDULES (SEE *ACADEMIC CATALOG*) 10
COURSE REGISTRATION 10
COURSE CANCELATIONS 10
COURSE WITHDRAWAL 10
EXTENSION OF COURSEWORK AND INCOMPLETES 11
REPEATING COURSE WORK 11
WITHDRAWAL FROM THE INSTITUTION 11

ASSIGNMENT EXPECTATIONS PER DEGREE LEVEL IN EACH PROGRAM **12**

UNDERGRADUATE PROGRAM 12
GRADUATE PROGRAM 12
POSTGRADUATE PROGRAM 12
READING AND ASSIGNMENT EXPECTATIONS 14
Reading for Undergraduate courses *14*
Reading for Graduate courses *14*
Reading for Postgraduate courses *14*
Reading for D.Min. courses *14*
Reading for Ph.D. courses *15*
SUMMARY OF DISTINCTIONS BETWEEN THE D.MIN. AND PH.D. 15
SUMMARY OF ALL PROGRAM LEVELS 16
ACADEMIC INSTRUCTIONAL EQUIVALENCIES (IE) FOR BLENDED/HYBRID/MODULAR MODALITIES OF COURSE DELIVERY 16
Instructional Equivalencies for Flex Delivery Modalities *16*
Assignment examples and equivalencies = ... *17*

GRADES, GRADE POINTS, AND GRADE POINT AVERAGE **18**

INSTITUTIONAL ASSESSMENT: ASSIGNMENTS, COURSE EVALUATIONS, SURVEYS, INTERVIEWS **19**

DEFINITIONS 19
INSTRUMENTS OF ASSESSMENT INCLUDE 20
New Student Survey *20*
Assignment Syllabus *20*
Course Evaluations *20*

Student Exit Interview *22*
Personal Formation Defined *22*

STUDENT DEVELOPMENT IN CULTURAL, EDUCATIONAL, AND RELIGIOUS OPPORTUNITIES **23**

EMERGENCY OPERATIONS POLICY AND SAFETY PLAN **23**

FACILITIES **28**

EDUCATION BUILDING 28
GRACE CAFÉ 29
GRACE PLACE 29
STUDY AND CONFERENCE ROOM 29
LIBRARY 29
Online Information Database Access *29*
External Library Borrowing Privileges *30*
SUMMARY OF CAMPUS FACILITY SPACES 30

GENERAL STATEMENT OF INSTITUTIONAL PURPOSE **31**

INTERNATIONAL STUDENT INFORMATION **32**

STUDENT RIGHTS, STANDARDS OF CONDUCT, MORALS, DISCIPLINE, GRIEVANCES **32**

SUMMARY OF STUDENTS' RIGHTS 32
SUMMARY OF STUDENTS' RESPONSIBILITIES 32
SUMMARY OF INSTITUTIONAL PRINCIPLES AND POLICIES OF CONDUCT 33
SPECIFIC STUDENT RIGHTS AND RESPONSIBILITIES: WHAT STUDENTS SHOULD EXPECT AND WHAT IS EXPECTED OF STUDENTS IN CLASSES 33
Student Expectations of Teachers *34*
Expectations of Fellow Students *36*
Student Responsibilities *38*
ACADEMIC DISHONESTY AND PLAGIARISM 41
Statement from the syllabi template for all courses *41*
Other Forms of Academic Dishonesty *42*
Use of Artificial Intelligence *42*
Consequences of academic dishonesty and plagiarism *43*
FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA) 44
NONDISCRIMINATION POLICY 44
GENDER AND MINISTRY 45
SEXUAL HARASSMENT 45
SAME-SEX BEHAVIOR AND UNIONS 46
DRUG, ALCOHOL, AND TOBACCO POLICY 47
PORNOGRAPHY POLICY 47
DRESS CODE 47
HAZING POLICY 47
SOLICITATION AND SELLING 48
PHONE USE AND AVAILABILITY 48
INSTITUTIONAL COMMUNICATION POLICY 48
Scope *48*
Propriety *48*

Etiquette *49*
Retention/storage *49*
Privacy *49*
Expiration of Accounts *49*
Use of Student's Image 50
Use of Institution's Name 50
Criteria and Procedures for Addressing Breaches of the Seminary "Standards of Conduct" 50
Student Complaints, Grievance Policies, and Appeals 54
Academic Appeals 54
Personal Grievances 55
Student Affidavit on the Standards of Conduct 56
STUDENT GOVERNMENT ASSOCIATION 57
Introduction 57
Purpose 57
Student Government Officers 57
Requirements to Hold Office 58
Appointment to Office 58
STUDENT SERVICES 58
Automobile Use on Campus 58
Academic Advising 59
College Bookstore 59
Career Counseling 59
Chapel 59
Faculty Office Hours 59
Financial Aid 60
Food Services 60
Health Services, Insurance, and Medical Emergencies 61
Orientation for New Students 62
Placement and Career Services 62
Prayer Support 62
Remedial Programs and Writing Support 62
Student Life 62

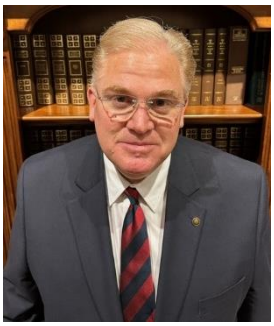
WELCOME FROM THE SEMINARY PRESIDENT

Welcome to Faith Theological Seminary. It is no accident that you are a student here. God has providentially placed you here for a season of study and training. Trust me when I say this, time will go by fast.

I remember that my days in seminary were some of the happiest, most satisfying days of my life. I walked through the doors every day thanking God for the opportunity to study God's Word on a deeper level and to prepare myself for a lifetime of Christian service. I now look back fondly on those days and cherish the friendships and bonds developed both with godly professors and

peers. I hope and pray that you will enjoy your seminary experience as much as I did mine. We are here to make that hope a reality. We want to make your experience here joyful. Part of that is knowing what to expect. A seminary, of course, must have guidelines, rules, and foster a spirit of discipline without becoming legalistic.

This *Student Handbook* is designed to be a help to each student. It is book of basic procedures during your time as a student of FTS. Please be sure to read through it, and if you have any questions, don't hesitate to ask. The faculty, staff, and administration are here to serve you. Please also consult the *Academic Catalog* available on the Seminary website.



We are praying for you that you will be used of God greatly to bring about spiritual transformation in your community, local church, and around the world.

Soli Deo Gloria,
Jerry R. Harmon
President,
Faith Theological Seminary

ADMINISTRATIVE SERVICES AND CONTACTS

Administration Contacts:
Students are requested to inquire about the location of offices when they need to speak with individual members of the faculty or administration. The Seminary provides the following administrative services:

Admissions (Admission Director)
jgorham18@ftscatonsville.org
Registrar & Student Services:
bmasih22@ftscatonsville.org
Academic (Chief Academic Officer):
s.hague@ftscatonsville.org
Financial (Business Manager/Chief Financial Officer)
a.jones@ftscatonsville.org
Operations (Chief Operations Officer):
[TBD]
Information Technology and website:
afinley21@ftscatonsville.org
Library (Librarian):
lindsay.wilson34@gmail.com
Dean of Postgraduate Program
j.jeon@ftscatonsville.org
Dean of Students:
p.kang@ftscatonsville.org

In conjunction with this *Student Handbook,* all students are expected to have, and be familiar with the contents of, the *Academic Catalog* (available on the seminary website and via email request).

The name by which this nonprofit 501c3 educational organization is known is Faith Theological Seminary of Catonsville, herein referred to as Faith Theological Seminary or FTS.

ADMISSIONS POLICY AND PROCESS

Admissions Policy

Persons wishing to enroll at Faith Theological Seminary must apply by completing the Application for Admission form or by completing the web-based Application for Admission on the FTS website. When the required information and Application Fee have been received, the applicant will be notified in a timely manner of their acceptance or denial.

In considering applications, the Office of Admissions reviews the prospective student's complete Application for Admission, Pastoral Reference, personal testimony, and official academic transcripts. If the prospective student meets the required criteria for acceptance, they are admitted into FTS until they complete their program or become inactive. Applications should be received by the Admissions Office at least two weeks prior to the last day of registration (see Academic Calendar). Applications for a degree program will only be considered by the Office of Admissions when all of documents have been received.

Classes can be taken only by those who have completed the application process (degree or non-degree credit) and have been admitted into the Seminary. Applicant filed documents will be retained in the Office of Admissions for a period of three years after the Application for Admission was submitted. If the applicant's admission is not finalized within three years, all documentation will be destroyed.

Admissions Process

1. Apply for admission by using the Application for Admission form available at FTS or online at ftscatonsville.org/admissions.
2. Submit a personal testimony that includes evidence of Christian faith in Jesus Christ and aspiration for Christian service.
3. A Pastoral Reference Form must be completed by the applicant's pastor and sent to FTS.
4. Request that Official Transcript(s) from previous academic institutions be sent to the FTS Office of Admissions.
5. Submit the Application Fee of $50 (non-refundable) to the FTS Business Office. Application Fee for International Students is $150. No application will be processed without this fee.
6. After all the documents listed have been compiled, submission can be completed through the FTS Office of Admissions.

BUSINESS OFFICE SERVICES

Administrative offices are open from 9:00 am to 4:00 pm, Monday through Friday.

Student Accounts

Student accounts must be paid in full to register for courses each semester. The current fee schedule is printed in the *Catalog*. Tuition payments can be split into monthly installments. This option is not available for international students in F-1 status. A $45 fee will be assessed for all returned checks or refused credit/debit cards.

COMPUTER ACCESS AND USAGE

Students have access to computer terminals in the Earl M. Johnson Jr. Theological Library of Faith Theological Seminary. The Seminary provides an opportunity for students to enhance their educational experiences and expand their academic knowledge by making available student access to computer resources such as the Internet. Today's computer technology deposits a significant amount of information in the hands of its users that carry with it a commensurate amount of responsibility. Therefore, the following policy for computer usage by students has been adopted:

- The use of computers provided is subject to the normal requirements of legal and ethical behavior.
- Student access to the Internet is intended for Seminary business and educationally related purposes.
- Computers provided by should not be used to copy or transmit copyrighted software or other material protected by copyright laws.
- Computers provided should not be used to support any type of fundraising.
- Computers provided should not be used to create, transmit, or store harassing, obscene, or abusive messages, images, or materials.
- The Seminary does not manage the Internet and, therefore, is not responsible for offensive material that may be encountered.

Any student found engaging in any activity that violates the Computer Usage Policy may result in the immediate suspension of the student's computer usage privileges as well as other disciplinary/legal action.

DATA SECURITY, STORAGE, RETRIEVAL, AND RETENTION

Storage and Security: all institutional documents and data are stored in locked administrative offices (Business, Registrar, Admissions, Academic) designated to their appropriate provenance with need-to-know access only and are also securely stored digitally on Populi, Resource Mate, and Google Drive. Where necessary, certain data are also backed up daily on flash drives.

All hard copies of materials related to student application documents, and all other student related documents, are scanned and stored on Populi, the institutional School Management System, under the respective student accounts. Student applications are generally received through Populi, where they apply and submit their documents, and are all stored digitally and securely. The scanned original hard copies are then stored in file cabinets in their respective offices: financial related materials in the Business Office, application related materials in the

Registrar's Office and the Admissions Office. Every office with sensitive, confidential data is locked anytime the administrative personnel are out-of-office.

Retrieval: data access and retrieval are restricted in each case to the properly designated proprietor or administrator of the information so that all confidential information access is carefully protected from all unauthorized persons.
Retention: all student, staff, and faculty records are retained indefinitely unless otherwise noted in the institutional "Record Retention Schedule." This includes all materials whether in hard-copy, digital, or other format. The institution also retains the right to destroy data no longer deemed having any immediate or long-term value. For further clarification, see "Record Retention and Destruction Policy."

COURSE MATTERS FOR STUDENTS: CALENDAR, REGISTRATION, ADD/DROP, REPEATING COURSES, WITHDRAWAL

Academic Calendar 2026-2027

Fall 2026	
Registration Begins (on Populi)	July 1
Registration Ends	August 12
Late Registration (fee applies)	August 13 - September 4
Labor Day Holiday - Offices Closed	September 7
Classes Begin	September 8
Student Orientation (Academic Office online)	September 8 at 7:00pm (EST)
Legacy Conference: "Bible and the Making of America"	September 13 (Bible manuscripts display 13-17)
Add Classes Period ends (on Populi)	September 18
Drop Classes Period ends (on Populi)	October 9
Spring 2027 Registration Begins (on Populi)	November 2
Thanksgiving Break – Offices Closed	November 23 – 27
Finals Week	December 14 - 18
Semester Ends	December 21
Winter Break Begins	December 22
Spring 2027	
Late Registration (fee applies)	January 11 - 22
Spring Registration Ends	January 17
Martin Luther King Day – Offices Closed	January 18
Classes Begin	February 1
Student Orientation (online)	February 1 at 7:00pm (EST)
Add Classes Period ends (on Populi)	February 12
Drop Classes Period ends (on Populi)	February 26
Easter Break – Offices Closed	March 22 – 26

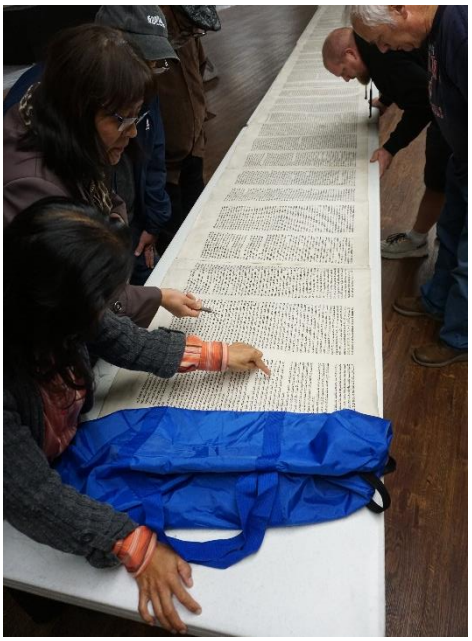
Finals Week	May 17 - 21
Commencement	May 30, 6:00pm
Summer 2027	
Summer 2027 Registration Begins (on Populi)	April 19
Registration Ends	May 21
Late Registration (fee applies)	May 24 - May 28
Memorial Day Holiday – Offices Closed	May 31
Classes Begin	June 1
Independence Day Holiday – Offices Closed	July 4
Summer Semester Ends	July 30

Fee schedules (see *Academic Catalog*)

Course Registration

Prior to the beginning of each semester, students are required to complete the registration process online through Populi. No person is registered until all tuition and appropriate fees are paid. Specific dates are assigned for registration each semester. Students registering for classes after the deadline must pay a Late Registration Fee. No student may register after the second week of class. The Seminary limits the total number of credits a student may register for in any given semester to a maximum of eighteen semester credit hours (a total of six, three credit courses).

Access our website at www.ftscatonsville.org, click on the Programs tab then click on Current Course Schedule to see what classes are available. After viewing the schedule and deciding what courses you want to take, log into your Populi account, click My Profile, then click Registration to select your courses. After selecting your courses, you will need to enter payment information. If problems arise, contact FTS Business Office at 410-788-6132.



FTS Torah scroll

Course Cancelations

FTS will notify students at least one week before a class begins if the course is to be canceled. No late fee will be charged to replace the canceled course with another course. Students will be allowed to register for another course within one week. If no replacement course is chosen, the tuition for the canceled course will be refunded. Textbook refunds are the student's sole responsibility.

Course Withdrawal

The student is responsible to complete a Course Withdrawal Form to withdraw from a course after the add/drop period has ended. The Course Withdrawal Form is available through the Files link at the top left corner of any page in Populi. It must be signed by the Professor as either

Withdraw Passing (WP) or Withdraw Failing (WF) and signed by the Registrar and the Business Manager. Failure to comply with this requirement may impact a student's tuition refund and GPA.

Notifying the professor of the intended drop does not withdraw one from the course officially. When a student drops a course, FTS will follow the Refund Policy. No classes may be added after the second week of class and no classes may be dropped after the sixth week. Courses dropped between the second week and the sixth week will be recorded as "WP" (Withdraw Passing) or "WF" (Withdraw Failing), depending on the student's grade at the time the course is dropped.

Extension of Coursework and Incompletes

On occasion a student may have extenuating life and personal circumstances (such as serious illness, family emergencies, or other significant life disruptions that are beyond the student's control) that hinder student progress in a course for which they are registered, and they have fallen behind in assignments and face failing the course. Extensions can be granted by the Seminary through cooperation with the professor teaching the course and with approval of the Registrar and academic administration. Requests must be made at the student's initiative by completing the "Extension for Course-work Request" form on Populi. Once the request has been granted, the grade for the course will be set at Incomplete ("I") until the coursework is completed.

An Incomplete ("I") may be assigned only if the student has been unable to complete the course because of unavoidable circumstances. The student must request the extension before the end of the semester when it is evident that course completion will not be possible. The reason for an "Incomplete" must be approved by the professor of the course and the Academic administration, and it shall be graded as "I" on Populi. A course in which the student receives a grade of "I" must be completed within sixty days after the end of a semester if the extension request has been granted. Failure to complete the work within those time limits will result in a grade of "F." Merely failing to complete the work on time is not a legitimate justification for the use of "I." If the grade of "I" has not been officially changed within sixty days, the grade will automatically be changed to "F."

Repeating Course Work

Courses for which grades of "F" or "WF" have been earned may be repeated for credit, with grades for repeated attempts counting for grade point average purposes. All entries on the transcript, however, remain a part of the student's permanent academic record. Also, any course for which students have received a passing grade ("D" or better) may be repeated, but only three credits will be applied to the student's transcript for the course with the higher grade. Students may also repeat courses as audit without credit for self-improvement. All normal tuition and fees will apply to all repeated courses.

Withdrawal from the Institution

If a student withdraws from FTS, the student must notify the Office of the Registrar in writing and make satisfactory financial arrangements with the Business Office. No withdrawal becomes

official until both requirements have been satisfied. Failure to officially withdraw may disqualify the student from reactivation later.

ASSIGNMENT EXPECTATIONS PER DEGREE LEVEL IN EACH PROGRAM

Faculty members should exercise appropriate academic judgment when assigning reading, taking into consideration the complexity and difficulty of the material, the total course workload, and the number of credit hours assigned. Faculty members may adjust assignments according to course objectives, credit hours, subject complexity, and program requirements. Assignments should remain consistent with the academic level and learning outcomes of the degree.

The recommendations and figures below serve as institutional guidelines rather than inflexible minimum or maximum requirements.

Undergraduate Program

- *Undergraduate level readings and assignments* should establish foundational biblical, theological, historical, and vocational ministerial knowledge.
    - *Undergraduate students should demonstrate ability to:*
        - Have gained foundational knowledge of Scripture.
        - Develop in knowledge and skills in biblical interpretation, Christian doctrine, church history, theology, and vocational and ministry principles.
        - Show comprehension, interpretation, application, and the development of sound academic research and writing skills.

Graduate Program

- *Graduate level readings and assignments* should promote advanced theological understanding, critical analysis, scholarly engagement, and practical application.

    - *Graduate students should demonstrate the ability to:*
        - Have advanced skills in biblical interpretation.
        - Do theological reasoning and critical engagement with scholarly literature.
        - Practice competent academic research and to integrate theological knowledge into vocational practice.

Postgraduate Program

- *Postgraduate level readings and assignments* should emphasize independent scholarship, advanced research, critical evaluation of theological literature, engagement with primary sources, and original scholarly contribution.

    - **The Postgraduate D.Min. program** involves an academic focus on practical theological applications to the ministry context of the church practice, leadership, and applied research to its global mission of the gospel of Christ. The D.Min. emphasizes the integration of advanced theological understanding, ministry leadership, professional competencies, and applied research.

- *D.Min. Students should demonstrate the ability to:*
  - Identify and evaluate significant challenges facing churches and Christian organizations.
  - Apply biblical and theological principles to contemporary ministry challenges.
  - Conduct research within a ministry or organizational context.
  - Develop, implement, and evaluate ministry interventions.
  - Show advanced leadership, pastoral, organizational, and strategic competencies.
  - Produce a substantial doctoral-level ministry research project addressing a significant issue within a specific ministry or organizational context.

- *The D.Min. dissertation research project should demonstrate:*
  - Identification of a significant ministry problem.
  - Biblical and theological foundations for addressing the problem.
  - Engagement with relevant scholarly literature.
  - Appropriate research methodology.
  - Development and implementation of an intervention, where appropriate.
  - Evaluation of findings and ministry outcomes.
  - Conclusions and recommendations for future ministry practice.

- **The Postgraduate Ph.D. program** involves an academic focus on in-depth, technical, and original scholarly investigation, with a theoretical contribution to the advancement of academic knowledge and service in higher education.

  - *Ph.D. students should demonstrate the ability to:*
    - Engage critically with primary and secondary scholarly sources.
    - Evaluate competing theological, historical, philosophical, and biblical interpretations.
    - Identify gaps in existing academic research.
    - Formulate significant research questions and scholarly hypotheses.
    - Show advanced research methodology and academic writing.
    - Produce original research and a doctoral dissertation through independent scholarly research that makes a meaningful contribution to the field. Defend scholarly conclusions through rigorous academic argumentation.

  - *The Ph.D. dissertation should include:*
    - A clearly defined research problem.
    - A comprehensive review of relevant scholarly literature.
    - A theoretical or theological framework.
    - An appropriate research methodology.
    - Original investigation and scholarly analysis.
    - Findings and discussion.
    - Conclusions and recommendations for further research.
    - Complete required examinations and successfully defend the dissertation before an appropriately qualified academic committee.

Reading and assignment expectations

Reading for Undergraduate courses

- Per week: 50-100 pages
- Per semester: 750-1,335pages

Suggested Undergraduate assignment expectations

Assignments	Expectations
Reading responses	4-6 per semester
Quizzes or examinations	2-4 per semester
Biblical or theological reflection papers	2-3 papers, 3-5 pages each
Research paper	1 paper, 8-12 pages
Class participation	Regular discussion and engagement
Final examination or project	1 per semester

Reading for Graduate courses

- Per week: 100-150 pages
- Per semester: 1,500-2,250 pages

Suggested Graduate assignment expectations

Assignments	Recommended expectations
Reading responses	5-8 per semester
Quizzes or examinations	2-4 per semester
Biblical exegesis or theological analysis	2-3 papers, 8-12 pages each
Research paper	1 paper, 15-20 pages
Book reviews	1-3 per semester
Class participation	Regular scholarly discussion and engagement
Final examination or project	1 per semester

Reading for Postgraduate courses

For the D.Min. Postgraduate program, the pastoral and practical ministry emphasis means that the reading may often be of a different depth and level of technical academic focus. The important difference is not in the page count for reading, but in the nature of the topics and the academic depth. This also applies to the nature of D.Min. research which is generally more focused on aspects of theological application of the research and dissertation project to the contemporary pastoral context.

Reading for D.Min. courses

- Per week: 150-250 pages
- Per semester: 2,500-3,750 pages

Suggested D.Min. assignment expectations

Assignments	Expectations
Scholarly reading responses	5-8 per semester
Critical book reviews	2-3 per semester
Ministry case studies	2-3 per semester
Applied theological research papers	2 papers, 15-25 pages each
Ministry leadership or organizational assessment	1 substantial project
Research proposal or ministry intervention proposal	1 per applicable course
Final applied research project	As required by the program's project sequence

Reading for Ph.D. courses

- Per week: 150-250+ pages
- Per semester: 2,500-3,750+ pages

Suggested PhD. assignment expectations

Assignments	Expectations
Scholarly reading analyses	6-10 per semester
Critical book reviews	2-4 per semester
Annotated bibliographies	1-2 substantial bibliographies
Scholarly research papers	2 papers, 20-30 pages each
Research presentations	1-2 per semester
Literature review	1 substantial review in applicable courses
Research methodology assignments	As applicable to the course
Comprehensive examinations	According to program requirements
Dissertation proposal	As required by the program
Doctoral dissertation	Original independent scholarly research

Summary of distinctions between the D.Min. and Ph.D.

Academic consideration	D.Min.	Ph.D.
Degree classification	Professional doctorate	Research doctorate
Primary purpose	Advanced ministry practice	Advancement of scholarly knowledge
Primary focus	Applied theology and ministry leadership	Original academic research
Research orientation	Applied and context-specific	Independent and original scholarly investigation
Research setting	Church, ministry, nonprofit, or Christian organization	Academic, historical, biblical, theological, or other research setting
Main research concern	Solving or addressing ministry challenges	Investigating significant scholarly questions
Academic writing	Applied research and ministry project	Scholarly research papers and dissertation
Final doctoral project	Doctoral ministry project	Doctoral dissertation
Expected contribution	Improved ministry practice and professional leadership	Original contribution to academic knowledge
Primary outcome	Advanced ministry competency	Advanced research and scholarly competency

Summary of all Program levels

Degree level	Weekly reading	Major research assignment	Expected academic outcome
Undergraduate	50-100 pages	8-12 pages	Foundational knowledge and application
Graduate	100-150 pages	15-20 pages	Advanced theological analysis
Postgraduate: D.Min.	150-250 pages	Applied doctoral research project	Advanced ministry practice
Postgraduate: Ph.D.	150-250+ pages	Original doctoral dissertation	Original scholarly contribution

Academic Instructional Equivalencies (IE) for Blended/Hybrid/Modular modalities of course delivery

Instructional Equivalencies for Flex Delivery Modalities

This document is to assist professors with gauging the amount of instructional time different learning activities and assessments are equivalent to when teaching Blended, Online, or Traditional courses (that use online components through the Learning Management System). These equivalencies should be followed when developing courses to ensure consistency with the classroom instructional time required by Accreditation Standards. Note that the academic content of the course taught in a Blended/Online setting must be the same as the academic content of the course taught in the traditional setting.

Note: IE = Instructional Equivalency

Identifying Additional Instructional Hours (one academic instructional hour = fifty minutes)

1. **Start** by accounting for activities already part of your typical traditional classroom (equivalent to ninety hours of outside the classroom work based on a fifteen-week course averaging six hours of work per week). Do not consider these hours in equivalency terms for Blended or Online classes unless you choose to further enhance the activities in those class structures.
2. **Equivalent Activities** – homework assignments used to replace actual face to face classroom time; these should be added and evaluated according to the equivalency chart.
3. **Best Equivalent Activities** – activities directly related to the objectives of the course, activities that can be in some way measurable for grading purposes, activities that involve oversight/interaction of the professor teaching the course and are equivalent to activities conducted in the traditional classroom by the professor and/or students.

Instructional Equivalency: to calculate IE, consider for example that a 3-credit course meets 3 times per week times 15 weeks = 45 hours of "instruction" time, plus 2 hours of homework per week per credit-hour = 6 hours times 15 = 90 hours, and so you have a total of **135 hours**. (See additional guidance in the file “Instructional Equivalencies for Flex Delivery Modalities.”).

Assignment examples and equivalencies =

- Undergraduate Program: 1 credit hour = 50 min lecture = 25 pages reading = 400 words writing = 150-200 words writing on discussion forum.
- Graduate Program: 1 credit hour = 50 min lecture = 35 pages reading = 400 words writing = 200-300 words writing on discussion forum.
- Postgraduate Program: 1 credit hour = 50 min lecture = 50 pages reading = 500 words writing = 300-400 words writing on discussion forum.

Asynchronous or Synchronous Presentations 	Time Allotted = instructional time plus average time required by the student to research and prepare the presentation. An expected presentation of 1/2 hour would require an additional one hour of IE time for preparation; one-hour presentation an additional two hours of IE time.
Blogs or Discussions Online 	One initial posting = 1/2 hour of IE time, one response = one-hour IE time (this includes reading posts by others before responding).
Chat Online 	Equals the time taken in the Chat, so a one-hour chat = one IE hour.
Group Projects/Guided Projects 	One IE hour per week for duration of the project.
Instructional CDs/Videos/Recorded Lectures/Website Video 	Length of CD/Video/Recording = amount of IE time.
Personal Conference/Chat with Professor	Typically, this is a part of normal course time but if specifically built into the course as an assignment then one Conference/Chat = ½ hour IE time.
Readings 	B.A.R. – fifteen pages of technical reading = one IE hour, twenty pages of popular reading = one IE hour M.Div. – twenty pages of technical reading = one IE hour, twenty-five pages of popular reading = one IE hour D.Min. – twenty-five pages of technical reading = one IE hour, thirty pages of popular reading = one IE hour Ph.D. – thirty pages of technical reading = one IE hour, forty pages of popular reading = one IE hour

Reflection Papers, Journals, Article Reviews 	Two-three pages in length = one IE hour plus additional time if the assignments utilize a CD, video, or extra reading (add time based on those equivalency categories in this chart). If further research is required to complete the assignment, then you should add an additional ½ to one hour IE time to account for that. If more research time would be required this should be calculated in the category of Research Paper.
Research Paper 	Professors calculate an average time in terms of page length, estimated amount of research time the paper requires, and further time based on the student's time involved in thinking through, structuring, and actually preparing the paper. Use other categories in this chart to help calculate.
Seminars/Field Trips 	IE hour = the actual amount of time engaged in the seminar or object of the field trip plus any additional time for assignments related to the Seminar/Field trip (calculate based on other categories in this chart).
Web Conference/Webinar 	IE hour = actual time allotted for the conference/webinar

GRADES, GRADE POINTS, AND GRADE POINT AVERAGE

For a student to receive credit for a course, the student's name must appear on the official class roster provided by the Office of the Registrar. Instructors verify their class rosters during the first week of a semester. A student who remains on an official class roster must be given a grade even if he never attended. A student cannot receive a grade even if the work was completed successfully if he is not properly registered. All work is graded by letters which are interpreted as follows (including grade points for each semester hour):

Standing	Grade points			Percentages
Exceptional	A+	=	4.0 point	97 – 100
	A	=	3.8 points	94 – 96
	A-	=	3.6 points	90 – 93
Above average	B+	=	3.3 points	87 – 89
	B	=	3.0 points	84 – 86
	B-	=	2.6 points	80 – 83
Average	C+	=	2.3 points	77 – 79
	C	=	2.0 points	74 – 76
	C-	=	1.6 points	70 – 73
Below average	D+	=	1.3 points	67 – 69
	D	=	1.0 points	64 – 66

	D-	=	0.6 points	60 – 63
Failure	F	=	0.0 points	below 60
Withdraw Passing	WP	=	no points	-
Withdraw Failing	WF	=	0.0 points	-
Incomplete	I			Not counted until changed

Key

"**I**" - This grade may be assigned only if the student has been unable to complete the course because of unavoidable circumstances and has been approved for an extension of coursework (see "Extension of Coursework" below).

"**WP**" - This indicates that the student is withdrawing as passing. This grade has no bearing on the student's GPA.

"**WF**" - This indicates that the student is withdrawing as failing. The grade of "WF" will be calculated as part of the student's GPA.

- The Registrar sends Grade Reports to students in a timely manner after the end of each semester.
- A change in a recorded grade (other than the grade of "I") may be made by an instructor only with the approval of the Academic Dean. The Academic Dean will recognize, as justification for a change of grade, only the fact that the professor made a grade calculation or recording error. A request for such change must be made in writing.
- Only courses taken at FTS are used in computing a student's GPA.

INSTITUTIONAL ASSESSMENT: ASSIGNMENTS, COURSE EVALUATIONS, SURVEYS, INTERVIEWS

Definitions

An important element of institutional assessment (and accreditation) are the various instruments used to collect and analyze data. The Seminary uses two primary kinds of data:

1. *Quantitative* indicators that measure numerical data (e.g., test scores, revenue, percentages), answering *what* happened. These are direct measures of assessment.
2. *Qualitative* indicators that track descriptive data and human experiences (e.g., interviews, feedback, observations), answering *why* it happened. Using both provides a complete, balanced evaluation. These are indirect measures of assessment.

The data is collated through two primary means:

1. *Direct* measures: concrete, observable evidence of what students have learned, the most objective way to evaluate if students are meeting specific program or course learning outcomes. These include all assignments are that tied to Program Learning Outcomes (PLO) and Student Learning Outcomes (SLO) of quizzes, exams, term papers, theses, presentations, and other academic evaluations.
2. *Indirect* measures: indirect measures rely on reflection and self-assessment. They do not measure the learning itself but rather provide vital context on *how* and *why* students are

learning, as well as their overall satisfaction. These include surveys, interviews, as well as enrollment and retention data.

Instruments of Assessment include

New Student Survey

Questions pertaining to newly matriculated students entering the program are designed to gather as personal data for the purposes of getting to know student backgrounds, interests, hopes, and expectations. Questions designed for new students are aligned with the seminary's vision (Missio Dei), core values (Biblical Scholarship, Christian Vocation, Gospel Mission), and holistic formation philosophy (head–heart–hands integration, whole-person transformation). It also includes Personal Formation Self-Assessment* questions to gather qualitative information about each student's self-assessment of their own personal formation as a follower and disciple of Christ. The same questions are reworded for the Student Exit Interview completed before graduation (or when a student transfers to another institution).

Assignment Syllabus

Syllabi are made available by faculty on Populi in advance of the beginning of class. Each syllabus is based on a standardized FTS syllabus-template and contain information on the faculty member in charge and means for contact, information on texts required, credit, course title and number currently identified, grading procedures, course description, course objectives, Program Learning Outcomes (PLO) and Student Learning Outcomes (SLO) clearly linked to EACH assignment. Faculty are expected to design courses for integral fulfillment of the Universal Learning Objectives (ULO), the Institutional Learning Outcomes (ILO), the PLO's and the SLO's. Every course should be designed with these factors in mind.

Personal Formation Self-Assessment questions are included in the assignment syllabus template so that faculty can be apprised of the institutional objectives in framing each course with personal formation in view, and so that students are clearly aware of those objectives. The questions are designed to explore how and to what degree the student considers the course to have benefited their personal growth when they complete the course evaluation at the end of the semester.

Course Evaluations

- At the end of every course, students are required to complete an evaluation of each course taken during that semester. These are required for accreditation assessment purposes, and are entirely anonymous to Populi, staff, and faculty. Student evaluations are vital part of our institutional assessment, since by gathering the student perspectives on the teaching and the course content instructors identify any concerns and can improve their teaching based on that feedback.

Personal Formation Self-Assessment (see the Personal Formation Guidelines) questions are included in each course evaluation. Students are encouraged to reflect throughout the semester on the objectives of the rubric to identify how and to what degree the course is benefiting their personal formation, and to what extent the

assignments contribute to personal growth in each category. These objectives also correlate to the links between the Program Learning Objectives (PLO) and the Student Learning Objectives (SLO). Faculty create and link SLO's for each course and each assignment to fulfill several PLO's from the *Catalog* that must incorporate the guiding objective of personal (spiritual) formation in the categories listed in the Personal Formation Self-Assessment rubric included here for reference.

Rubric for Self-assessment of Personal Formation (improved by this course)

Assessment: indirect measures of qualitative indicators

This course has motivated me to consistently practice systematic Bible reading, memorization, and meditation.

Not much	Somewhat	Considerably	Much more	Exceedingly more

List any assignments that were especially helpful in this regard:

This course has motivated me in my private prayer life towards greater consistency that includes confession and thanksgiving. Required

Not much	Somewhat	Considerably	Much more	Exceedingly more

List any assignments that were especially helpful in this regard:

This course has enhanced my confidence in Scripture to affirm without reservation the total inerrancy and sufficiency of the 66 canonical books.

Not much	Somewhat	Considerably	Much more	Exceedingly more

List any assignments that were especially helpful in this regard:

This course has increased my confidence in articulating the Christological message of the whole gospel as revealed through the storyline of Scripture.

Not much	Somewhat	Considerably	Much more	Exceedingly more

List any assignments that were especially helpful in this regard:

This course has increased my capacity to receive constructive criticism and correction from leadership with genuine humility.

Not much	Somewhat	Considerably	Much more	Exceedingly more

List any assignments that were especially helpful in this regard:

This course has grown my concern for ethical integrity in thought, words, and deed which has increased in utmost importance to me. Required

Not much	Somewhat	Considerably	Much more	Exceedingly more

List any assignments that were especially helpful in this regard:

This course has motivated me intentionally to initiate gospel-oriented conversations with people in my daily life. Required

Not much	Somewhat	Considerably	Much more	Exceedingly more

List any assignments that were especially helpful in this regard:

This course has helped me to actively deploy my gifts in a way that produces visible Kingdom fruit. Required

Not much	Somewhat	Considerably	Much more	Exceedingly more

List any assignments that were especially helpful in this regard:

This course has encouraged me to more consistently honor the Sabbath principle of seeking rest from labor to protect a weekly rhythm of Sabbath rest, fellowship with believers, and celebration of the Word and Ordinances. Required

Not much	Somewhat	Considerably	Much more	Exceedingly more

- The Assessment Team annually reviews the data to assess the academics of the programs, identify any concerns, and make changes in service of the students.

- To complete end of course evaluations on Populi:
  - log into Populi
  - click on the specific course
  - on the "Info" tab at the top of the screen, scroll down to "Student Evaluation" and click on that and it will open the evaluation to be completed.

Student Exit Interview

This instrument of assessment is administered to students who are either graduating or transferring. The objective is to gather comprehensive information about the students' overall experience at FTS. It includes opportunity to meet with administrators to discuss their experiences. The Personal Formation Self-Assessment questions from the New Student Survey have been re-worded in this instrument to gather outcomes data for comparison purposes.

Personal Formation Defined

See the Personal Formation Guidelines.

* **Personal formation** is the holistic, Spirit-shaped process through which an individual's intellectual, spiritual, emotional, moral/ethical, and relational capacities are progressively conformed to the character and calling of Christ for Christian service. It involves intentional practices of self-examination, spiritual discipline, and community engagement that cultivate integrity, maturity, resilience, and vocational clarity. Personal formation attends not only to inner transformation (identity, motivations, and

affections) but also to outward embodiment (habits, relationships, and ethical conduct), integrating theological learning with lived discipleship for the sake of service to God and others.

Note: the term "spiritual" is used in very divergent ways today, and is generally wrongly understood dualistically:

spirit (upper story, superior)
flesh (lower story, inferior)

Therefore, we opt to stress the word *personal formation* that is more contemporaneous with a holistic understanding of the human being as made in God's image, and also comprising body and soul, both of which are being redeemed by Christ and therefore are of equal value in both creation and redemption.

STUDENT DEVELOPMENT IN CULTURAL, EDUCATIONAL, AND RELIGIOUS OPPORTUNITIES

FTS does not presently have a regular cultural program of music or other artistic events, though we sometimes have special events of music and other venues by invited guests. The greater Baltimore-Washington metro area hosts the most cultural and educational institutions of any such area in the U.S.A. Baltimore itself has an exceptional diversity of cultural and educational opportunities. Students, staff, and faculty find the cultural life very rewarding and enjoyable. This vast array of religious and cultural institutions, provide students with many opportunities for cultural, educational, and religious development.

The Seminary has numerous opportunities for religious development of the Seminary community that include a semesterly day-long scholarly seminar" on a timely topic aspect of the curriculum and weekly chapel services with internal and external speakers to educate and inspire the students and faculty on a wide range of topics. The seminar brings together attendees from both the community and the student body to study a current cultural issue from a Christian perspective.

There are also numerous service opportunities at the many church and parachurch ministries in the metro area, including ministries with children (Child Evangelism), family issues (Bethany Services), human trafficking (Araminta Freedom Initiative), along with many others. Chaplaincy opportunities also abound, since Baltimore hosts several of the world's largest and most highly rated medical institutions in the world. Opportunities for ministry and outreach are regularly posted on the bulletin boards advertising ministry opportunities.

EMERGENCY OPERATIONS POLICY AND SAFETY PLAN

FTS takes reasonable steps to protect the lives and health of all individuals on the FTS campus. Staff, equipment, and information resources are provided to encourage behaviors and environments which prevent dangerous situations and to assist if an emergency should occur.

However, despite these reasonable and good faith efforts, it is impossible to predict individual actions or guarantee absolute control that will ensure that no unwanted acts or situations will ever occur. It is the responsibility of everyone to report dangerous circumstances to any FTS Staff or Faculty member and to take appropriate and reasonable actions to protect life, limb, and then property.
To the extent each situation permits, emergency response decisions shall be made by the Chief Operations Officer. If this arrangement is not permissible and the situation requires an immediate response, a decision should be made by the individuals most readily available and equipped to respond to the situation. In all situations, everyone should take reasonable steps to protect themselves and their property.

Personal Safety

Faith Theological Seminary encourages all individuals to take an active role in campus safety. While the institution strives to provide a safe and secure environment, it is each individual's responsibility to be aware of his or her surroundings and exercise his or her own best judgment to maintain personal safety and well-being. Everyone should call attention to conditions or situations which threaten the safety and security of others by contacting a faculty or staff member. Some suggestions that an individual may take to protect himself and/or his property include:

- Be aware of your surroundings.
- Walk only in well-lit areas and on established walkways.
- Protect your valuables by holding your purse and belongings close to your body.
- Do not carry large amounts of cash or valuables with you while on campus.
- Keep doors and windows locked.
- Avoid staying in areas alone at night.
- Report any instances of crime to the most readily available faculty or staff member or dial 911.
- If you are attacked or approached by a demanding individual, turn over whatever property the attacker requests and contact 911 as soon as you can get to a secure location.
- Students are cautioned not to leave exposed valuables in automobiles or to exit night classes alone.

Bomb Threats

Bomb threats should always be taken seriously. The individuals most readily available and equipped to respond to the situation should follow the procedures below when a bomb threat is received via the telephone.

1. Remain calm, listen, and take notes of what the caller is saying.
2. Record the displayed number if caller ID is provided.
3. Try to inform someone else to notify another individual that you are handling a bomb threat call.
4. Get as much information as possible through asking some of the following questions:
    a. Where is the bomb? Location?

    b. When is it scheduled to go off?
    c. What does the bomb look like?
    d. Why is the bomb located at this institution?
5. Record a description of the caller's voice.
    a. Is the caller male or female?
    b. Does the caller sound like a juvenile or an adult?
    c. Is the caller calm, angry, loud, soft, crying, or laughing?
6. Listen and record any background noises, such as railroads, streets, aircraft, voices, etc.
7. Follow policy "Emergency Notification Plan".

Once the institution has received a bomb threat, the building should be evacuated. All doors should be left open and individuals should not use switches, cellular phones, or any other electronic devices. Any suspicious objects should be reported to emergency personnel immediately. Evacuations will be ordered by Seminary officials and according to the "Evacuation Policy and Procedure."

Civil Disturbance

A civil disturbance is any incident that is disruptive to the educational experience or work environment. All individuals should remain focused on their personal safety and in notifying emergency personnel. Individuals should follow the "Emergency Notification Plan." If necessary, evacuate according to the "Evacuation Policy and Procedure."

Fire Safety

Fire prevention and safety guidelines are for the protection of students of the Seminary. If a fire has been identified or suspected, the nearest faculty or staff member should be notified. Follow the instruction that they provide and/or relocate to a safe location.

All students and staff should be familiar with the location and operation of fire extinguishers. Fire extinguishers are marked and maintained in accordance with local and state regulations.

In the event of a fire, some suggested steps to follow are listed below.

1. If the fire alarms have not sounded, verbally yell "fire."
2. Use water or a fire extinguisher to put out small fires. Do not try to put out a fire that is getting out of control. If you are not sure if you can control it, evacuate the building immediately using "Evacuation Policy and Procedure" and contact 911 from a safe location.
3. If your clothes catch on fire, stop, drop, and roll until the fire is extinguished. Running only makes the fire burn faster.
4. If you are escaping through a closed door, use the back of your hand to feel the top of the door, the doorknob, and the crack between the door and door frame before you open it.
5. If the door is cool, open slowly and ensure fire and/or smoke is not blocking your escape route. If your escape route is blocked, shut the door immediately and use an alternate

escape route, such as a window. If clear, leave immediately through the door. Be prepared to crawl. Smoke and heat rise, so the air is clearer and cooler near the floor.

6. If the door is warm or hot, do not open. Block the cracks around the doors with towels or clothing if possible. Escape through a window. Do not open the window if there is visible smoke or fire outside of the window. If you cannot escape, hang a noticeable object outside the window, alerting fire fighters of your presence.
7. Unless necessary, do not attempt to jump from windows above the ground level. This can lead to serious injury or death.
8. Remain at an assembly point away from the building until emergency personnel extinguish the fire and provide further instruction.

Medical Emergencies

In the event of a medical emergency, the following guidelines shall be followed:

1. Any student, faculty, or staff member who first arrives upon the scene of an emergency shall make an individual assessment of the emergency situation and their personal ability to render and or call for assistance by following “Emergency Notification Plan”.
2. All on campus first aid certified FTS personnel will immediately go to the identified location to render assistance.
3. The victim may be transported to formal medical sites by EMS or after authorization has been given by FTS Administration.

School Closings

In the event of a heavy snowfall or ice storm, the seminary may cancel classes. You may call the Seminary main number to hear any messages that have been posted in regard to school closings or visit the Seminary website (ftscatonsville.org) and Facebook page for announcements. Also, watch for announcements on WJZ-13 and WJZ.com.

Tornado Warning

During a tornado warning, the following steps should be followed.

1. Go to an interior room on the lowest level of the building. Put as many walls as possible between you and the outside of the building.
2. Step away from windows and doors.
3. Get under a sturdy table or desk and use your arms to protect your head and neck.
4. Remain in a secure location until the warning has expired and a faculty or staff member has provided further instruction.

Tornado Watch

During a tornado watch, the following steps should be followed.

1. Monitor radio and television stations. Watch for tornado danger signs:
    a. Dark, often green sky
    b. Large hail
    c. A large, dark, low-lying cloud (particularly if rotating)
    d. Loud roar (similar to a freight train)

e. Funnel-shaped clouds

2. Report to take shelter immediately.
    - Go to an interior room on the lowest level of the building. Put as many walls as possible between you and the outside of the building.
    - Step away from windows and doors.
    - Get under a sturdy table or desk and use your arms to protect your head and neck.
    - Remain in a secure location until the faculty or staff member has provided further instruction.

Flood Warning

When flooding is possible or imminent, individuals should take the following steps and/or precautions.

1. If standing water occurs within the building, move to a higher level or relocate to a higher elevation when possible.
2. Do not walk through moving water. If you must walk in a flooded area, walk where the water is not moving.
3. Do not drive into flooded areas. If floodwaters rise around your car, abandon the car and move to higher ground if you can do so safely.

If standing water occurs in the building, a faculty or staff member will advise individuals as to where they should relocate.

Flood Watch

Individuals should be prepared to move to higher ground if it becomes necessary. A flood can occur in a brief period without warning and in these circumstances a flash flood watch is issued.

Evacuation Policy and Procedure

Situations may arise which will require an evacuation to ensure the safety of all individuals on the campus. Individuals should locate the nearest exits, which are identified by exit signs above the door.

The following steps should serve as a guide to all individuals for the evacuation process:

1. Once notified of the situation, proceed to the nearest exit and assembly point.
2. All doors should be closed after the room has been completely evacuated, unless the evacuation is due to a bomb threat. Doors should be left open when a bomb threat has occurred.
3. All individuals should remain at the assembly points until officials give a clear instruction that it is safe to return to the building.

Emergency Plan for Persons with Disabilities

If there is a faculty, staff member, student or guest with a disability, the instructor or supervisor should have a plan of response prepared. The plan should take into consideration the building, the classroom/work location, type of disability, assistance needed, and the availability of assistance.

Emergency Notification Plan

In the event of an emergency, it is important that the campus community, along with surrounding areas, be notified of the situation. FTS will, without delay, determine the content of a notification and initiate a notification system to the community apprising them of the emergency unless notification will endanger a person or compromise efforts to assist a victim or resolve the situation. Below is the emergency notification plan developed by FTS.

The closest FTS faculty or staff member to the situation will determine if the incident is a significant emergency. If he determines a significant emergency exists, he will notify the Property Manager, or if unavailable, the Academic Dean. If the Academic Dean is unavailable, the Business Manager (followed by the Director of Admissions) will fulfill all duties as outlined in this Emergency Notification Plan.

The designated person will determine the content of the notification and initiate the system to disseminate the message. On-campus notification consists of personal relay of information. The appropriate off-campus parties will be notified by telephone. The persons filling the above-mentioned roles are as follows:

1. Campus Grounds Manager: 410-788-6132, ext 1003
2. Academic Dean: 410-788-6132, ext 1011
3. Business Manager: 410-788-6132, ext 1007
4. Director of Admissions: 410-788-6132, ext 1008

The Emergency Notification Plan will be publicized to the on-campus community annually. An annual test, which may be either announced or unannounced, will be performed.

FACILITIES

Education Building

The Seminary is housed in the Education Building (a school building) that has been renovated recently and has very comfortable classrooms, WiFi, streaming technology for synchronous and asynchronous delivery modalities, dining area with small kitchenette, student lounge areas, student study room with conference table, a full library, and a full gymnasium. Limited, short-term housing is available by advance request for visiting students. Request to the Business Office is required in advance to book housing (phone 410-788-6132). Cooking facilities are also available for on-campus housing.

Controls for air conditioning, heating, and lighting are to be operated by Seminary officials. Students are expected to help keep classrooms, the Student Lounge, and other student areas neat and orderly. Food is not to be consumed in the classrooms.

Grace Café

Located on the first level of the Education Building, the café is an artfully renovated space that is open daily to provide specialized drinks, snacks, and coffees, along with a beautiful seating area for relaxing, meetings, and class preparation.

Grace Place

Grace Place, adjacent to the Educational Building, is a café and student hall used for multiple functions. It provides a place for students to quietly read, study, and connect with other students. It is physically connected to the Guest House on the left just as one enters the campus from Rolling Road.

Study and Conference Room

The Seminary Conference room is located on the first level of the Education Building and is a quiet place for students to study and meet. It can also be used for synchronous online meetings and classes.

Library

The library of FTS is in the lower level of the Education Building and has approximately 25,000 catalogued volumes (and 20,000 in process) on Biblical exegesis, theology, missions, and related subjects. All catalogued books can be found and reserved through the FTS web portal for the library (https://www.ftscatonsville.org/library). Periodicals contain articles of interest on the church, missions, and theology, as well as archeology and Biblical studies. Some of this collection contains highly prized and rare volumes. The mission of library is to provide students, faculty, and staff with the bibliographic resources, research tools, and study environment necessary for the academic training of men and women for Christian service. FTS develops collections, catalogs, services, policies, and facilities to support this task.

- High speed wireless Internet access is available for student use.
- The library is open during class times, Monday through Friday.
- To borrow books from the library, students must present their FTS Student ID Card.
- A librarian, or staff member, is on duty to assist students during hours of operation.

Online Information Database Access

EBSCO/ATLA

All FTS students and staff have on and off campus access to the extensive religion databses of EBSCO/ATLA through their student login and through the FTS library.

Religion & Philosophy Collection

- 127 active full-text non-open access journals and magazines
- 105 active full-text non-open access peer-reviewed journals and magazines

eBook Religion Collection

- 9600 e-Books with quarterly updates
- 24-hour access. No turn-aways.

- Available for print and download

External Library Borrowing Privileges

FTS students with an ID card may obtain a Marion Burk Knott Library (St Mary's Seminary) card for borrowing and database access privileges for a $40 fee per semester. FTS students have full access to the Marion Burk Knott Library's extensive electronic databases that include all of ATLA/EBSCO, as well as hardcopies of periodicals. Marion Burk Knott Library also has reciprocal borrowing privileges with Baltimore Hebrew University which allows students access to interlibrary loan services for a small fee. The Marion Burk Knott Library also has catalog access to Johns Hopkins University and the Catholic University of America. FTS students can also gain borrowing privileges through the Friends of the Loyola program with Loyola Notre Dame University Library. FTS students with an FTS ID card may get a Loyola Notre Dame University Library card for borrowing privileges at a fee of $25 per year. With these libraries, FTS students can access some 550,000 volumes and on-site electronic databases in addition to the FTS collection.

Summary of Campus Facility Spaces

Facility Type	Totals	Locations and names
Classrooms	7	Education Building and Grace Place
Administration/faculty offices	11	Education Building and church building
Meeting areas for chapel and conferences	5	Grace Place, Founder's Library, Main Sanctuary, Chapel 301
Conference room/student study area	4	Founder's Library, Main Library, Grace Place, church building conference room, Grace Café
Common areas	4	Indoor and outdoor (Education Building porch) meeting areas with seating for modest numbers of people for discussion, studying, relaxing, eating. Grace Café.
Computers, audio-visual equipment, simulators, photocopiers	2 computers 3 copiers 4 projectors 4 large screens	Public computers for internet and library research in the library, BlindSidesNetwork provides streaming and recording of classes, main classrooms have a smart projector with white board for synchronous and asynchronous for in-class and online projection (also, high resolution cameras and microphones are available in two classes for online/blended classes), fast internet access is available in all locations of the campus, photocopiers are readily accessible for faculty, students, and staff. Each class is equipped with heating and AC units controlled within the classroom.
Athletics	1	Full gymnasium/basketball court with bleachers, showers, and storage for equipment
Restroom facilities	16	On each level of all three buildings

Storage rooms	7	Education Building and church building
Dining areas	2	Education Building/Grace Café, church building/banquet hall
Parking	250	On all sides of the church building and in front of Grace Place and the Education Building.
Access		All classrooms and meeting areas are handicap accessible [except the Library].

- The lower floor of the Education Building is identified as the main office space for professors. There are four full-time professor offices and a common office for part-time professors. Administrators have offices located on the main floor of the Education building.
- Facilities are regularly maintained by the Full-time Pastor of Campus Operations.
- Third-party contracts provide for cleaning, landscaping, fire alarms, and sprinkler maintenance.
- There are seventy-six security cameras that are monitored in several administrative offices and data is stored for twenty-one days.
- There is access control to the main doors of each building to ensure the safety of everyone while on campus.
- See Facilities Map here.

GENERAL STATEMENT OF INSTITUTIONAL PURPOSE

See *Academic Catalog* for complete Vision/Mission, and Educational Philosophy statements.

To Proclaim Christ

- Our **vision** is God's creational and redemptional purposes for the world.
- Our **mission** is to equip disciples to proclaim Christ to all the world.

"Him we proclaim, instructing and teaching everyone with all wisdom, so that we may present everyone mature in Christ." Col 1:28

- Our **vision** is rooted in the mission of God's creational and redemptional *purposes* for the world (*Missio Dei*).
- Our **mission** is to serve God's creational and redemptional mission through biblical, theological education by *growing* and *equipping* followers of Christ as disciples who represent God's glorious image, presence, and gospel in the workplace and on the foreign field by *proclaiming* Christ to all the world through word and action "so that we may present everyone mature in Christ" (Col 1:28).

While Faith Theological Seminary exists as an academic institution, there is more to producing competent leadership than academics. The Seminary's objective is to enhance and support the educational experience of the student by offering services which will encourage the student's development in social, spiritual, intellectual, physical, and moral areas. The Alumni Association seeks to continue a relationship with FTS graduates.

FTS recognizes that development of competent Christian leadership does not end in the classroom. The Seminary provides opportunities for students to foster development in the social, spiritual, intellectual, physical, and moral areas. We desire that all our students fulfill their personal and professional goals as Christian leaders and as active citizens in the society in which they live.

All activities of the Seminary are to be grounded in the Scriptures. Students are encouraged to incorporate what they are learning in the classroom into their daily lives at home, in the church setting, and in the working world. For expansion of the FTS vision and mission, Institutional Learning Objectives (ULO), and Institutional Learning Outcomes (ILO), see the *Academic Catalog*.

INTERNATIONAL STUDENT INFORMATION

An international applicant whose native language is not English, or who has not received a bachelor's degree or its equivalent from an English-speaking institution must send official results of the Test of English as a Foreign Language (TOEFL) to the Office of Admissions. FTS requires all such prospective students to take the TOEFL internet-based test (TOEFL iBT). The minimum required score is 20 in each of the four sections (speaking, listening, reading, and writing). The minimum total score is 80 (total possible is 120). For information concerning the TOEFL iBT Test, visit www.ets.org.

STUDENT RIGHTS, STANDARDS OF CONDUCT, MORALS, DISCIPLINE, GRIEVANCES

The following should not be construed as the sum total of all rights, responsibilities, and standards of conduct to be emulated at the Seminary. The following do express some of the most apparent biblically warranted principles and practices presented within a Christian spirit of seeking to honor God institutionally and individually. See also file "Specific Student Rights and Responsibilities in the Classrrom" here.

Summary of Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the institution, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, gender, disability, age, or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and institutional authorities alike.
4. Each student subject to disciplinary action arising from violations of the Standards of Conduct shall be assured a fundamentally fair process.

Summary of Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and other officials.
2. A student has the responsibility to be fully acquainted with the published Standards of Conduct, and all other expectations required for academic success, and to comply with them, as well as federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire seminary community.
4. A student has the responsibility to maintain a level of behavior which is consistent in supporting the learning environment of the institution and to recognize the Seminary's obligation to provide an environment for learning.

Summary of Institutional Principles and Policies of Conduct

Faith Seminary desires to place emphasis on those Scriptural principles that develop positive spiritual attitudes and actions. Students, faculty, and staff on or off campus are expected to demonstrate a Christian lifestyle and character that is true to the standards of Scripture. A Christ-controlled life maintains a testimony that is exemplary in all areas including attitudes, words, and actions.

Historically, FTS has sought to maintain liberty of conscience for the believer on matters not specifically proscribed in Scripture. The seminary also recognizes that there are commands and prohibitions binding upon every Christian. Therefore, the biblical prohibitions against homosexual behavior, fornication, adultery, drunkenness, and illegal activities apply to all in FTS. In our community, we encourage the cultivation of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.

Members of the FTS, in their speech, are to edify one another and avoid the use of derogatory words with racial, gender, ethnic, or sexual overtones. At FTS, all are expected to have impeccable academic integrity befitting a Christian institution.

Plagiarism, cheating, and intentional misrepresentation of another's position will not be tolerated. All at FTS shall promptly meet all financial and academic obligations.
If violations of this policy occur, the principles of Matthew 18:15-20 will be followed. Continuing violations of any of these standards will result in disciplinary action up to and including dismissal. Any actions liable for potential legal action will be directed into the jurisdiction of the appropriate legal authorities. See the FTS "Complaint and Grievance Policies and Appeals Process."

Specific Student Rights and Responsibilities: what students should expect and what is expected of students in classes[1]

[1] Adapted from https://communication.humboldt.edu/student-rights-responsibilities

Student Expectations of Teachers

As a student, I have the right to expect my teachers to:

- Show up for class on time
- End class on time
- Start and end class on time
- Be punctual a high majority of the time (99%)
- Come to class prepared
- Arrive to class with prepared discussions
- Tell me their name
- Remember my name
- Respect my beliefs and culture
- Respect student's opinions and beliefs
- Treat students as unique individuals
- Treat me as an equal
- Treat students with respect
- Take me seriously
- Take my questions seriously
- Treat the students with respect for their desire to learn, as peers rather than inexperienced children
- Treat me how they would like to be treated
- Take time to answer my questions
- Treat me with common courtesy, honesty and integrity
- Treat students equally
- Not favor some students unfairly
- Give everyone in the class a level playing field
- Offer equal opportunities to all students
- Not let their personal feelings for a student or that student's views effect the way in which they grade and/or interact with that student
- Come to me if there is a problem with me or my work
- To allow for differences of opinion and/or interpretations without the need to make one right and one wrong
- To acknowledge myself and/or other students who raise their hands. Even if that acknowledgement is: "in a minute or not right now. But if you do, do the in-a-minute...please actually come back to me." Do not say "In a minute" and then never return!
- Respect my opinion
- Respect my privacy
- Grade me equally
- Grade fairly
- Have the same expectations of all students regardless of race, religion, color, gender, age, disability, marital status, or national origin
- Have a way for me to check my grades
- Create a positive environment

- Not try to intimidate students
- Allow me to feel comfortable asking questions
- Clearly explain (and re-explain if needed) (the method and format in which the class will be held (grading method, class exercise methods, teaching methods)
- Explain expectations of students (academic expectations, behavioral expectations)
- Fully explain the subject matter
- Give me directions that are clear and concise
- Present information clearly and organized
- Present assignments in an organized fashion
- Not use their classrooms to spread disinformation, blatant lies, propaganda, and/or as a means to indoctrinate us.
- Teach accurate information to the best of his/her ability –to not make up information when it is unknown, to not give inaccurate or out-of-date information,
- Not push personal doctrinal pet-peeves on students, unless it is subject-related or helps to understand a situation
- Want success from all the students in class
- Include the class in discussions about the subjects we are learning
- Have outside office hours and times to meet with students
- Answer their emails when students have questions
- Offer study guides for exams, when possible
- Want me to pass their class
- Notify me when class is cancelled
- Use the syllabus template of the Seminary
- Take the time to make sure their directions are clear
- Hand out a syllabus on the first day of class and go over any item that may not be clear or seem ambiguous
- Have assignments due on the day that they are due
- Have exam scores back at least a week after the exam
- Make notes on assignments that need improvement
- Choose a textbook that fits the class subject
- Not answer their phone in class
- Mediate in class arguments
- Remove disruptive students
- To control their classrooms; i.e. Letting students know that if they are or need to participate in side conversations to take it outside so as to not disrupt student's who want to be focused and engaged in the class.
- Discourage and take action against disruptive or disrespectful behavior in class i.e., texting, calling, chatting during class time
- Set ground rules for class conduct and stick to those rules. Do not allow some students to get away with things and others not
- Provide office hours for after class discussion of problems, questions, clarification, etc., and be there at those times
- Be available outside of class
- Be flexible with office hours/able to meet outside of class

- Teach me something
- Not waste my time. Avoid personal stories that have little or nothing to do with the class subject. To stay focused on the reason we are in class, which is to learn something we did not know before
- Provide feedback and be clear about ways to improve, communicate, write better, be more analytical, etc.
- Be open for feedback, questions about policies, and able to explain their position of teaching style
- Explain when I seek clarification regarding an assignment or an issue what exactly it is that they are going for
- Let any student know that if they have special requirements or needs, there are resources available to them, how to access them, and be available to assist them if needed
- The right to petition for redress of grievances
- Keep in mind I have a busy life as well
- Be sensitive to different influences (life situation including work, sports, and family/social) affecting students and reserve judgment (grading) until all work has been submitted.
- Give a realistic amount of work. If you don't intend for students to read a whole book, or read a whole chapter. Please don't assign the whole thing. All that does is over-burden perpetual overachievers and gives "slackers" more vicarious free time.
- Understand that I have other classes
- To acknowledge that they are not the end-all-be-all of any subject or matter
- Engage in teaching free of political persuasion
- Not attempt to conform student's world view to their own, but to give a means for students to shape their own based on sound and credible scriptural knowledge.
- Be open-minded
- Recognize the importance and value of the "marketplace of ideas!" Acknowledge that proper policy and truth require a diverse array of contributions, ideas and opinions, and are essential components of a full-orbed education
- Teach in multiple ways for different learning styles
- Offer individual help to students that may need it
- Be open to questions
- Be open-minded to questions and comments
- To not respond to a students' questions or inquiries until they have had the opportunity to fully ask their question or express their sentiment, whether within or outside of class i.e. not to answer questions or respond to sentiments before they have been fully expressed

Expectations of Fellow Students

As a student, I have the right to expect my fellow students to:

- Do their own work
- Be responsible for their mistakes
- Respect the teacher during class

- Keep their mouths closed during lectures unless the teacher is inviting discussion
- Be respectful in the classroom
- Keep their distractions outside of class
- Not be disruptive during class
- Try not to distract me from the lectures
- Not side-talk during class. It's so rude and disturbing and people who don't want to hear not only are subjected without choice but then also are unable to focus on what's happening in the class.
- Respect the teacher and other students
- Sit silently listening and not distract other students (phones, food, talking, etc.)
- Refrain from non-constructive criticism (negativity) when engaging other students
- Respect fellow students' rights to learn, even if they themselves don't care for the subject matter
- Refrain from chatting with other students unless the assignment or class situation calls for it
- Turn their cell phones in silent during class: please not have cell phones and pagers on and/or going off, or even worse answer your phone in class or respond to text messages, what is that about. Turn off their cell phones before class
- Not be disruptive during class (cell phones talking)
- Keep the iPod volume to a minimum if they MUST ignore the teacher
- Take responsibilities for their own assignments
- Be responsible for their own work
- Worry about their own education
- Keep their eyes on their own paper during exams
- Take responsibility for their grades
- Raise their hand when they have a question
- Wait their turn in a discussion
- Respect my beliefs and culture
- Treat me how they would like to be treated
- Work together in a group project
- Be positive in the learning environment
- Show up for class on time
- Leave class when class is over
- Be open-minded to other students opinions
- Be open minded to new ideas and share experiences that are relevant to the topic being discussed
- Not force their opinions on other students
- Be respectful of other student's opinions and beliefs
- Be respectful
- Treat all other students the same regardless of race, religion, color, gender, age, disability, marital status, or nationality
- Be sensitive to different influences (life situation including work, sports, and family/social) affecting other students
- Respect fellow students' questions and refrain from insulting the students in any way for questioning
- Not get into dialogues with me when I am addressing an instructor or class. If you have something to say, introduce yourself and talk to me outside of class. My sentiments are not directed at you which one: makes a response inappropriate and two you're taking something personal that wasn't directed at you.
- Not put students down for questions or comments

- Withhold from interrupting other students while asking a question or making a speech (this applies to the teacher as well)
- Be respectful of the teacher's opinions and decisions
- Be respectful of the teacher and outside influences of that teacher
- Be respectful of my personal space
- Be respectful of my belongings
- Respect my property as well as others
- Be creative or offer ideas in a group
- Act like adults and be responsible for their own selves
- Take responsibility for themselves when working within groups for class assignments
- Contribute equally in group projects
- Be helpful rather than distracting
- Come to class on time
- Be punctual a majority of the time (90%)
- Show up to class on time
- Turn in their assignments on time
- Stay on topic during class discussions (unless appropriate)
- Complete readings before coming to class
- Be on time and prepared for class
- Be respectful of the learning environment by being quiet and attentive during lectures or other presentations
- Ask questions when things are unclear or confusing
- Be aware of excessive questioning, getting off topic, or going off on a tangent when contributing to the discussion and stop it
- Be sensitive to the facts that there are many different cultures and peoples in the classroom and be respectful when asking delicate questions regarding race, culture, ethnicity, etc.
- Not be judgmental of someone who is asking a question that may seem simple or obvious to you but be understanding that they are trying to learn too
- Refrain from interrupting me when I speak
- Withhold from interrupting other students while asking a question or making a speech (this applies to the teacher as well)
- Realize that there are other students in the class and consider this when speaking with the teacher (includes asking questions after class, debating the teacher during class)
- To not speak over myself or others…common courtesy.
- Participate in discussions
- Think before you speak.

Student Responsibilities

As a student, I have the responsibility to:

- Turn in my assignments on time
- Turn work in on time
- Get my work done, no excuses
- Turn in assignments that are neat and organized
- Stay on topic and help keep the class on point
- Plan ahead, and know when my deadlines are
- Stay organized in the class
- Turn in assignments on time and completed to the best of my ability
- Do all assignments thoroughly

- Turn things in on time
- Keep up with the class
- Come to class prepared
- Come to class prepared so the teacher can teach what he or she expects (and doesn't have to teach what he or she expects you have learned, example=reading)
- Sit silently listening and not distract other students (phones, food, talking, etc.)
- For me: not eat during a class
- Arrive on time and be prepared for class
- Come to class on time
- Show up to class on time
- Be on time
- Suit up and show up
- Not be habitually late or absent
- Be punctual a majority of the time (90%)
- Be prepared for class everyday
- Come to class prepared: with supplies and reading/assignments completed
- Stay on task
- Come prepared for class
- Respect my instructor
- Pay attention and focus on the class, instructor or whoever is talking
- Pay attention to lectures
- Be polite and considerate
- Treat me teachers and fellow students with respect
- Be respectful and courteous to both my teach and fellow students
- Respect instructor's opinions and beliefs
- Stay awake during class
- Not sleep during class
- Refrain from neglectfully disturbing other members of the class
- Respect my teachers and fellow students
- Respect my professors' opinions
- Be courteous
- Not speak out of turn
- Respect the money and time that my teacher and fellow students are putting into the class
- Be polite and courteous to others
- Keep my verbal as well as non-verbal communication in check
- Listen and be attentive during lectures and class time
- Try and put forth my best effort in the class
- Utilize the opportunity for higher education. Not everyone is so fortunate to have the opportunity to receive higher education. Be grateful
- Utilize your time. Be organized and prepared
- Attend most if not all of the class meetings
- Be honest with my teachers and let them know if I have questions
- Seek clarification if I am confused
- Communicate problems in an appropriate forum
- Ask questions when things are unclear or confusing
- Be considerate of other students' feelings and beliefs
- Include others in group discussions
- Take responsibility for myself when working within groups for class assignments

- Participate and contribute equally in group assignments
- Raise my hand
- Participate
- Participate in class discussions
- Participate and contribute
- Ask questions if I don't understand
- Seek clarification when needed
- Communicate with your instructors. Keep them in the loop.
- Pay attention and focus on the class, instructor or whoever is talking
- Be aware of me cell phone and keep it silent during class
- Turn off my cell phone before class
- Have phones/pagers turned off
- Pay attention to the grade I have in the class
- Respect my professors' teaching styles even if I don't agree with them
- Take responsibility for my education
- Be honest and have integrity. Do your own work. It might sound lame but you really do only cheat yourself. Don't cheat, don't steal other peoples, work, copy, plagiarize, etc.
- Take the initiative for your own classes and the completion of your degree. Not one will do it for you
- Be understanding when people don't meet my expectations
- Hold others accountable for their actions when they violate Seminary rules and regulations that negatively influences our campus community
- Judge myself by the same standards I feel others should follow
- Not be disruptive during class
- Follow and respect course policies
- Become an active learner, fully engaged in both intellectual and human growth
- Treat all members of the campus community with civility, respect and courtesy
- Communicate prior to when I will be missing class, turning in a late assignment, special dates, etc.
- Challenge the teachings if my experience is different or varied for the curriculum being taught
- Act like an adult by being responsible for my actions, decisions, completed coursework, test results, etc.
- Improve with feedback and constructive criticism, striving to turn in improved assignments and going beyond the "standard" required
- Read the instructions for assignments clearly and turn in work as per those instructions. If anything is unclear, to ask for clarification so as to submit the best work possible.
- Examine each topic or question through an objective lens, withholding bias until it is fully explained
- Take my education seriously and make the time I am in class worth it for both myself and the University
- Challenge myself by going beyond what is required for "passing"
- Treat all other students the same regardless of race, religion, color, gender, age, disability, marital status, or national origin
- Not be judgmental of someone who is asking a question that may seem simple or obvious to you but be understanding that they are trying to learn too
- Be sensitive to the fact that there are many different cultures and peoples in the classroom and be respectful when asking delicate questions regarding race, culture, ethnicity, etc.
- Recognize and acknowledge diversity in life experiences, views and opinion

- Complete assignments and adhere to the instruction for such
- Have fun and learn something
- Learn from the class I'm taking, since I'm paying for it
- Take advantage of the amazing opportunity to meet new people, learn new things, and grow as a human being
- Keep my questions serious
- Dress appropriately
- Remember my teacher has a life as well
- Leave my personal problems at the door
- Attend class for the sake of the professor; if he/she is taking the time to teach then I should be there to learn (it might bring satisfaction to the teacher to know that I'm getting something out of it)
- Treat fellow students and teachers as unique individuals
- Be sensitive to different influences (life situation including work, sports, and family/social) affecting other students and teachers
- Refrain from non-constructive criticism (negativity) when engaging other students
- Receive constructive criticism in a constructive, respectful and appropriate manner
- Realize that 10 to 100 other students are in the class and consider this when speaking with the teacher (includes: asking questions, after class, debating the teacher during class)
- Not dominate conversation
- Not have side conversations
- Not talk to fellow students except when instructed to do so
- Separate my social life, and problems that stem from it, from school
- Expect from myself what I expect from fellow students or teachers (in the appropriate context)

Academic Dishonesty and Plagiarism

Statement from the syllabi template for all courses

- Plagiarism means representing any work (including "original" ideas and opinions) as your own that is not your own. All information, quotes, and paraphrasing from all sources must be properly documented. *All work submitted for this course must be your own and written exclusively for this course.*
- Academic dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized material or fabricated information in any academic work. It includes, but is not limited to:
    - *Cheating* – giving or receiving answers on assigned material, using materials or aids forbidden by the instructor, unauthorized possession of examinations or other related college materials, or any other intentional use or attempted use of unauthorized materials, information, or study aid.
    - *Plagiarism* – the offering of someone else's work, words, or idea as one's own or using material from another source without acknowledgement. Exclusive use of internet web sites for research content is discouraged. All references must be cited, NO paraphrased information. It is best to use the library databases/books for all research.

- *Interference* – interfering without permission with the work of another student either by obtaining, changing, or destroying the work of another student.
- *Fraud:* falsification of admissions or registration information, buying or selling of any assignments or transcripts and diplomas, falsifying/altering one's own or another's credentials or academic records.
- *Artificial Intelligence*: use of AI (as ChatGPT) to produce work to complete assignments and claiming that work as one's own will constitute as plagiarism. See complete "Policy on the Use of AI" and below.
- *Knowingly assisting* someone who engages in any of the above.

Other Forms of Academic Dishonesty

- During examinations, academic dishonesty shall include referring to written information not specifically condoned by the instructor or syllabus. It shall further include receiving written or oral information from a fellow student.
- Academic dishonesty shall include stealing, buying, selling, or transmitting a copy of any examination.

Use of Artificial Intelligence

1. Purpose

Faith Theological Seminary (FTS) recognizes the transformative potential of Artificial Intelligence (AI) in education, research, and ministry. This policy establishes guidelines to ensure that AI is used responsibly, ethically, and in harmony with our mission to prepare servant-leaders for the church and world, grounded in Scripture.

2. Scope

This policy applies to all students, faculty, staff, administrators, and external partners who use AI in connection with seminary programs, operations, or communications.

3. Guiding Principles

- Biblical Fidelity – AI tools must be used in ways consistent with the authority of Scripture and the doctrinal commitments of FTS.
- Academic Integrity – AI-generated content must not compromise the authenticity of student learning, research, or original work.
- Transparency – When AI assists in producing assignments, publications, or communications, its use must be clearly disclosed.
- Human Oversight – AI must augment—not replace—human judgment, pastoral discernment, and theological reasoning.
- Privacy & Stewardship – AI must be used with respect for data security, confidentiality, and the dignity of persons.

4. Acceptable Uses

- Educational Enhancement – Using AI to summarize readings, generate practice questions, assist with translation, or visualize concepts.
- Administrative Efficiency – Automating scheduling, grading rubrics, document management, or communication workflows where appropriate.
- Research Support – Employing AI for literature reviews, data analysis, or language assistance, provided that sources are verified and cited.
- Creative Support – Designing graphics, presentations, or promotional materials for seminary events with faculty/staff oversight.

5. Prohibited Uses

- Academic Misconduct – Submitting AI-generated work as one's own without acknowledgment; bypassing personal study or critical thinking.
- Doctrinal Misrepresentation – Using AI to generate theological statements that contradict the seminary's doctrinal statement without clarification.
- Confidentiality Breach – Inputting personally identifiable student data, counseling notes, or sensitive board matters into external AI tools without safeguards.
- Uncritical Reliance – Treating AI output as authoritative without review, fact-checking, and theological evaluation.

6. Disclosure Requirements

Students must disclose AI assistance in any graded work (e.g., footnote: "AI-assisted summarization used"). Faculty and staff must disclose AI use in official publications, policy drafts, and public-facing communications when AI contributed significant content.

7. Oversight and Enforcement

The Academic Dean will oversee compliance for students; the President and Board will review institutional use. Violations may result in disciplinary action, including academic penalties, suspension, or termination.

8. Review Cycle

This policy will be reviewed annually to account for rapid changes in AI capabilities and ethical best practices.

Consequences of academic dishonesty and plagiarism

- Faculty/Admin may impose the following disciplinary actions within the context of a course,
    - lowering of a grade or failure for a particular assignment
    - lowering of a grade, failure and/or dismissal from the course
- The Director of Academic Affairs, Academic Committee, and the Program Dean (responsible for the student's curriculum) may impose harsher measures within the context of the seminary such as:
    - disciplinary probation may include a limitation on credits or mandatory repeat of a course
    - suspension from the Program

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records:

- The right to inspect and review the student's education records within forty-five days of the day the Institution receives a request for access. Students should submit to the Registrar, Dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The Institution official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Institution official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students may ask the Institution to amend a record that they believe is inaccurate or misleading. They should write the Institution official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the Institution decides not to amend the record as requested by the student, the Institution will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to consent disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to institution officials with legitimate education interests. An institution official is a person employed by the Institution in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the Institution has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another institution official in performing his or her tasks. An institution official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility. Upon request, the Institution discloses education records without consent to officials of another institution in which a student seeks or intends to enroll.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by State University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office U.S. Department of Education, 400 Maryland Avenue, SW Washington, D.C. 20202-4605

Nondiscrimination Policy

Faith Theological Seminary admits students of any ethnicity, color, gender, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. This nondiscrimination policy applies to educational policies,

admissions policies, scholarship and loan programs, or other school-administered programs, except where required by specific religious tenets held by the institution.

Gender and Ministry

Faith Theological Seminary recognizes that throughout church history God has been pleased to use both men and women in marvelous ways for the advancement of the gospel. We also recognize that the Christian community has long held diverse opinions regarding the roles of women in ministry. Sincere and godly people hold varying positions on this subject. While recognizing and respecting this diversity, as an institution and faculty, Faith Theological Seminary believes and teaches that the role of church pastor (elder) can be fulfilled biblically only by males (1 Tim 2:12; 3:1-7; Heb 13:7, 17). Christian women, however, are gifted and are called to a broad array of other ministries.

The recognition of scriptural gender distinctions neither disparages one sex nor exalts the other. It is simply the proper response to God's revelation regarding His creation (Gen 2:18, 3:16; 1 Cor 11:8, 9; 1 Tim 2:13-14), His children (Gal 3:28; Eph 5:22-33), and His church (1 Tim 2:12; 3:1-7, Tit 1:5-9). We affirm the call of God and the ministry gifts that He graciously bestows upon both sexes for effective Christian service within the parameters of His Word. No student is excluded from pursuing any degree because of gender. In all classes every student is given the respect befitting a fellow servant and brother or sister in Christ (1 Jn 4:7-8).

Faith Theological Seminary affirms and agrees with The Danvers Statement by The Council on Biblical Manhood and Womanhood.

Sexual Harassment

The purpose of Faith Theological Seminary's sexual harassment policy is to reinforce the importance of trust and integrity in the seminary community. Our desire is not only to define the policy, but also to lay out the procedures that are fair, as well as, redemptive. Our hope is that the policy and procedures reflect the Biblical principles of repentance, forgiveness, redemption, and change. FTS is committed to a policy that is both flexible and fair. The policy presented is a recommended procedure that does not interfere with the right of an individual to seek counselor representation.

Definition: Any unwelcome sexual advances, requests for sexual favors, inappropriate behavior of a sexual nature, and other written, verbal or physical conduct of a sexually intimidating or offensive nature constitute sexual harassment when:

- submission to, or rejection of, such conduct is used as the basis or condition of employment, advancement, academic decisions, matriculation, or evaluation; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating residential, work, or educational environment.

All associated with Faith Theological Seminary are reminded that this Seminary maintains the position that an atmosphere free of sexual harassment will be guaranteed for all. Unwelcome

conduct in the workplace will not be tolerated. Faith Theological Seminary encourages employees to immediately tell the harasser when their conduct is unwelcome. Faith Theological Seminary's policy is in effect at all times and in all places, including seminary events away from the campus.

The Federal Government, through the Equal Employment Opportunity Commission, has published regulations that make sexual harassment unlawful under the sexual discrimination provisions of the Civil Rights Act of 1964. The EEOC defines sexual harassment as "unwelcome sexual advances", requests for sexual favors, and other verbal or physical conduct of a sexual nature that are connected to decisions about employment or advancement, and/or that create an intimidating, hostile, or offensive environment. The guidelines state: "employers have an affirmative duty to prevent and eliminate sexual harassment."

All cases of alleged sexual harassment that are reported to or witnessed are to be reported in writing to the Office of the President within twenty-four hours. All accusations of sexual harassment will be taken very seriously and investigated immediately. Retaliation for reporting sexual harassment will not be tolerated.
The report should include all the facts and information pertaining to the alleged harassment including the following: who, what, when, how, why, names of witnesses, witness' statements and any other available information.

The Seminary Administration will investigate the charges and determine the appropriate course of action. Violation of this Sexual Harassment Policy will lead to disciplinary action, if appropriate, up to and including termination of employment and/or seminary enrollment of the guilty party. The aggrieved party will be notified of the determination within thirty days.

Examples include but are not limited to the following:

Verbal: sexual innuendo or taunting, requests for sexual favors, proposals of physical intimacy, persistent following, letters, or phone calls discussing sexual matters, and repeated unwelcome requests for contact or dates.

Physical: displaying of offensive, sexually oriented visual materials; cornering, pinching, leaning over, touching, leering or patting.

Same-Sex Behavior and Unions

Given that the administration, faculty, and staff of Faith Theological Seminary are committed to the fact that both the Old and New Testaments are the verbally inspired Word of God and that Scriptures are the supreme and final authority in faith and life, we are compelled to regard God's statements concerning the issue of same-sex behavior and partnerships as binding. An examination of both Testaments reveals that God is consistent concerning His position on this issue.

Genesis 19 indicates that the homosexual lifestyle was a significant sin for which Sodom and Gomorrah were judged (see also Jude 7). In Romans 1, the apostle Paul, speaking under

inspiration, depicts the downward spiral of human morality over time. In this passage, both homosexual and lesbian behaviors are condemned (Romans 1:26-27).

Considering the clear principles of Scripture, the administration, faculty, and staff of Faith Theological Seminary cannot with a good conscience towards God knowingly admit or retain a person who has adopted a same-sex lifestyle. While the Seminary does not denigrate the dignity of the individual's personhood or deny the worth of his soul, the Seminary cannot condone the chosen lifestyle.

Drug, Alcohol, and Tobacco Policy

In compliance with The Drug Free Schools and Communities Act, Faith Theological Seminary prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol on the campus or at any of its sponsored activities. The seminary believes that these standards and sanctions support the concern regarding the use of illicit drugs and the abuse of alcohol and are consistent with principles of Scripture given to us by God for our well-being. In accordance with property insurance restrictions, smoking is prohibited on seminary property.

Pornography Policy

Students, faculty, and staff are all required by the Biblical codes of honor and moral uprightness to refrain from all viewing, acquisition, and dissemination of any materials that could easily be classified as pornographic. In the case of proven infractions, the student or staff may be dismissed from the seminary program or employment at the discretion of the FTS Administration.

Dress Code

FTS expects that all students will dress in accordance with the protocol of professional and ministerial callings, demonstrating high standards of modesty and suitable formality.

Hazing Policy

Faith Theological Seminary strictly complies with Maryland State Law (Section 3-607) prohibiting hazing. To haze means to subject a student to an activity that is likely to endanger the physical health and/or mental health of a student, regardless of the student's willingness to participate in such activity. Hazing is prohibited specifically as a condition or precondition of gaining acceptance, membership, office or other status in a student organization.

Some examples of hazing are: (1) acts that cause undue discomfort or bodily harm; (2) acts involving psychological mistreatment including acts of personal servitude or humiliation; (3) acts that endanger the life or health of students; and (4) acts that interfere with class schedules or academic pursuits. More specifically, hazing shall include whipping, beating, branding, forced calisthenics, exposure to weather, forced consumption of food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such person, or which subjects such student or other

person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Solicitation and Selling

Unauthorized solicitation and/or selling on campus property are explicitly prohibited. Students wanting to use classroom space during non-classroom hours or to post any signs on walls or bulletin boards must obtain permission from the Business Office.

Phone Use and Availability

Cell phones and all other electronic devices must be turned off or on silent upon entering classrooms or the chapel. Phones are not to be used in the classroom during class time.

If a student ever needs to make a land-line phone call, there are numerous land lines available throughout the Seminary facility, including the front desk and senior administrative offices.

Institutional Communication Policy



Digital tools make us more productive and better informed, but they also create problems that can distract from and undermine our mission. That's why it's important to have institutional communication policies that enable faculty and staff to use these powerful tools in an appropriate way. Simply put, an effective communication policy encourages positive, productive communications while protecting the institution from legal liability, reputation damage, failed task-completion, and security breaches.

Scope

Email accounts: use only your FTS email address, not personal email addresses. Email addresses are assigned by the Seminary.

- Administrative Email
- Group Distribution Lists
- Instant Messaging Apps (IM)
- Text Messaging (SMS)
- Office Phone Extensions
- Seminary Calendars

Propriety

Report the receipt of any inappropriate email with prohibited content to [ ] and in a timely fashion (within five days). Our standard way of handling this is to reference this as a violation of the ethos statement.

Etiquette

- *Responding*: all students and staff should always respond to emails, both internally and externally, within a reasonable timeframe of twenty-four hours (at least to acknowledge receipt and/or that you will respond in more detail before a specific date). An email message regarding institutional matters sent from an administrative office, faculty, or staff member is an official notice.
- *Reply all*: include all recipients that have relevance to the issues/question(s). For example, do not send random emails to administrative staff that are not relevant to their area of responsibility. Ensure when replying all to limit replies to those who need to know the information being conveyed to respect others' time and inbox capacity.
- *Forwarding*: in general, don't forward emails without permission, or at least to review the content that will be forwarded to avoid sending sensitive information.

Retention/storage

The institution owns all Seminary email accounts. Subject to underlying copyright and other intellectual property rights under applicable laws and institutional policies, the Seminary also owns data transmitted or stored using the institutional email accounts.

Privacy

While the institution will make every attempt to keep email messages secure, privacy is not guaranteed, and users should have no general expectation of privacy in email messages sent through Seminary email accounts. Under certain circumstances, it may be necessary for staff or other appropriate officials to access email accounts. These circumstances may include, but are not limited to, maintaining the system, investigating security or abuse incidents, or investigating violations of this or other institutional policies, and, in the case of Gmail/Office 365 Accounts, violations of Google's or Microsoft's Acceptable Use Policy or the Seminary's contracts with Google and Microsoft. Seminary officials may also require access to an institutional email account to continue institutional business where the Seminary email account holder will not or can no longer access the email account for any reason (such as death, disability, illness or separation from the institution for a period of time or permanently). Such access will be on an as-needed basis and any email accessed will only be disclosed to individuals who have been properly authorized and have an appropriate need to know or as required by law.

Expiration of Accounts

Individuals may leave the institution for a variety of reasons, which gives rise to differing situations regarding the length of email privileges or expiration of accounts. The policies governing those privileges are set forth below. Notwithstanding the guidelines below, the Seminary reserves the right to revoke email privileges at any time.

- *Students who leave before graduation* – Students who leave the Seminary without completion of their degree or other program may keep their email privileges for one academic year from the last term when they were registered.

- *Expelled students* - If a student is expelled from the Seminary, email privileges will be terminated immediately.
- *Alumni* – students who have graduated from the Seminary will be permitted to retain their email privileges if their account remains active. All email accounts that are inactive for a period of one year will be removed. Alumni wishing to reconnect with the Seminary can request an account and one may be provided to them. For alumni who do not wish to participate in the opt-in service to receive a Gmail Account, the Seminary will hold the email address for 1 year. At the end of the year, the available email address may be reused. In the event the Seminary terminates or otherwise ceases its contractual relationship with Google regarding the Gmail Accounts, those alumni with Gmail Accounts may lose email privileges for the Gmail Accounts in accordance with the terms of the Google contract.

Use of Student's Image

Your attendance at Faith Theological Seminary implies permission for FTS and personnel or agencies authorized by them to reproduce your image, likeness, or voice in connection with any recorded display or reproduction of FTS events and in post event publicity, FTS publicity, and publicity for other such events as sponsored by FTS.

Use of Institution's Name

No student may use the name of Faith Theological Seminary in the solicitation of gifts from persons or agencies off campus without the written permission of the FTS administration.

Criteria and Procedures for Addressing Breaches of the Seminary "Standards of Conduct"

Regarding serious moral infractions (or ongoing patterns of misconduct previously addressed unsuccessfully through the "Complaint and Grievance Policies and Appeals Process"), as delineated in the Seminary Morals Conduct policy stated in the *Academic Catalog, Student Handbook, and Faculty Handbook,* disciplinary actions will be executed that may lead to dismissal or termination. As follows,

Criteria For Initiating Formal Disciplinary Procedures

Formal adjudicatory procedures may be initiated only for allegations of serious misconduct involving professional malfeasance or affecting the fitness of the accused to continue participating at the Seminary, provided that one or more of the following conditions is present:

• The offense is specifically proscribed by a Seminary policy statement in which case any procedures and sanctions mandated by that policy will normally take precedence over those described here;

• The accuser is a student, a staff member, or a colleague who has special reasons, such as a history of past difficulties (such as a history of formal grievances/complaints) of the same kind or the unusual gravity of the offense, for avoiding any personal confrontation with the faculty member;

• The offense signifies a recurrence of past patterns of misconduct that the accuser has attempted unsuccessfully to correct through personal admonition; or

• The offense appears to have caused, or appears likely to cause, serious and lasting harm to another person, the church, or the Seminary.

Among the offenses that may fall into this category are fraud or theft; professional dishonesty or misconduct; abuse of a spouse, child, or student; sexual misconduct, including sexual relations outside marriage; abuse of alcohol or other drugs; and persistently profane or obscene language in the classroom or in professional contexts. If none of the above conditions is present, procedures described in the Seminary Handbooks under "Complaint and Grievance Policies and Appeals Process" may be followed, and no disciplinary sanctions may be imposed.

Formal Disciplinary Procedures

1. Formation of Hearing Committee
At the beginning of each academic year, the President and Academic Dean will appoint a three-person Faculty Hearing Committee. One of its members will be a faculty member who will serve as committee chair; the other two will be members of the teaching faculty. This committee will serve as the hearing committee for any allegations of faculty misconduct that may arise during the following year (including the following summer). Members of the committee shall recuse themselves from hearing any charges against themselves or against a close personal friend or a relative (first cousin or nearer) or the spouse of a relative. The President and Academic Dean shall appoint replacements for members who recuse themselves and shall have the option of appointing a staff member or a student as an additional committee member if circumstances warrant.

2. Initial Allegation of Misconduct
Allegations of any serious lapse in conduct meeting one or more of the conditions stated above may be brought to the attention of an appropriate Seminary official. Normally, this official is the Academic Dean, or the Korean Program Dean, to whom the accused individual is accountable, but the President may also serve in this capacity. The official may confer with the accused and with others. If the official decides that the allegations warrant further attention, they will then be stated in writing by the official. The written statement must identify the accuser, describe the alleged misconduct, state how it impedes the individual's ability to serve effectively on the Seminary faculty, summarize the evidence for the allegation, and indicate what measures toward correction and reconciliation have already been taken or attempted. The accused person will be notified of the nature of the charges within seven days after the preparation of this written statement. If the accused wishes to respond at this time, the response must be in writing, within seven days of receiving such notice.

Special circumstances may necessitate the identity of the accuser or of witnesses to the alleged misbehavior be withheld until a written statement of the charges is prepared. (These circumstances might include the emotional or psychological instability of the accuser or a justified fear of reprisal.) Accusations made anonymously, however, will not be accepted as a basis for disciplinary action, formal or informal.

3. Notice of Charges and the Convening of a Hearing Committee

The official will assess the nature and gravity of the charges. At his or her discretion, the steps toward private reconciliation listed above may be pursued in lieu of formal disciplinary proceedings. If the official judges that the nature of the allegations warrants Seminary investigation and action, he or she will provide a written statement of charges, including each of the elements identified clearly in accord with the statement above, "Criteria for Initiating Formal Disciplinary Procedures," and written notice of hearing procedures to the accused and to the members of the Committee within seven days of the date of initial notice to the accused.

4. Suspension Pending Resolution of Allegations

Suspension from teaching duties, or from use of Seminary facilities, during disciplinary proceedings may be imposed only in situations involving inability to carry out normal responsibilities, or the threat of immediate harm to the accused or others. Any such suspension shall be with pay.

5. Disciplinary Hearing

The Committee will invite the testimony of the accuser, and the response of the accused, and will ask questions of each party. Each party may be accompanied by an advisor from the Seminary community. Each party may request the opportunity to call other witnesses and present other evidence. The Committee will grant any such request that it judges to be reasonable. Each party may offer a concluding statement, orally or in writing. All parties must be invited to be present during all testimony and questioning and must be given the opportunity to question all witnesses. These hearings will be closed. They will be held no fewer than fourteen days and no more than twenty-eight days after the written notice of charges, unless otherwise arranged by mutual agreement. All issues regarding the procedure and administration of these hearings not specified explicitly will be decided by the Committee.

After dismissing the accuser and the accused, the Committee will weigh the evidence presented and come to a decision within seven days, by majority vote, on whether the accused is guilty of a serious lapse of professional conduct. The accused will be presumed to be innocent unless a preponderance of the evidence presented is sufficient to establish guilt. The Committee will consider only the evidence and arguments presented to it at its meetings. If any additional evidence or information relevant to the Committee's decision becomes known to one of its members, each party will be made aware of this and will be given an opportunity to respond at a supplementary hearing before a finding concerning guilt or innocence is reached. A recorded or written transcript of all hearings will be kept. Confidentiality will be strictly guarded. A Seminary official bringing charges against a faculty member will take no part in the Committee's deliberations.

6. Sanctions

If the accused is found guilty, the Committee will consider next whether any disciplinary sanctions should be imposed, and if so, what they should be. Possible sanctions for misconduct include, in order of severity:

1. Oral or written reprimand, documented in the personnel file
2. Disqualification from institutional privileges
3. Suspension for a period of one or more semesters with specified conditions for reinstatement
4. Dismissal

7. Committee Report and Recommendations

The Committee will report to the President and Academic Dean, and/or the Korean Program Dean, its finding of guilt or innocence and, in the former case, its recommended sanctions, together with a summary of the charges and the evidence presented. A copy of the report will be given to the accused and to his or her Program Director and the accused will have the right to submit a written response to the Committee's recommendations within seven days.

The decision of the Committee as to guilt or innocence will be final (except for the possibility of appeal as described below).

8. Presidential Action

The President will receive the report and recommendations of the Committee and act on them within fourteen days. The President may either accept the recommended sanctions or reduce them based on the evidence. The President's action will be reported to the accused individual, to his or her Program Director and the Academic Dean, and/or the Korean Program Dean. The President will also inform the Board of Directors of any instances in which sanctions involving temporary or permanent suspension, or dismissal are imposed.

9. Right of Appeal

The accused will have the right to appeal disciplinary sanctions imposed to the Board of Directors. The appeal should be submitted in writing within fourteen days of receiving notice of sanctions imposed. Either the finding of guilt or the sanctions imposed, or both, may be appealed.

The Board of Directors will consider the appeal based on the evidence previously presented, after reviewing the recommendations of the Committee and the President, receiving any additional oral or written testimony it may wish to invite, and reviewing a recorded or written transcript of the Committee hearings. If the Board of Directors decides, by majority vote, to sustain any part of the appeal, it will instruct the President either to retract or modify the finding of guilt or to retract or modify the sanctions previously announced.

10. Exceptions to Stated Deadlines

Deadlines stated in the preceding procedures are guidelines that may be extended by the Seminary with written notice and the consent of the accused in unusual circumstances: *e.g.*, when receipt of a disciplinary complaint or hearing occurs immediately prior to a semester or summer break.

Files containing grievance issues are maintained in either the office of the Academic Dean or the office of the Registrar.

Violations of any Criminal or Civil Code

A student who violates any criminal or civil code of the United States or of State laws will be immediately suspended upon FTS learning of the student's arrest. If the student is found guilty, he or she will be expelled. After a period of three years, the student may re-apply.

Along with re-application, the student must also provide the following:

- A statement of repentance of the student's actions which led to the arrest and conviction.
- A letter of recommendation from the student's pastor.
- A letter of recommendation from the chaplain of the institution where the student was or is an inmate, if applicable.
- A letter of recommendation from an individual not related to the student.

Record Amendment

Each student has the right to request the Seminary amend a record that they believe is inaccurate or misleading. They should write the Seminary officials responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the Seminary decides not to amend the record as requested by the student, FTS will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

Student Complaints, Grievance Policies, and Appeals

Academic Appeals

Any student who wishes to appeal a grade that has been recorded to his or her transcript may, within thirty days of the grade being posted, follow this procedure:

1. The student shall make an appointment with the professor of the course to discuss the issue either in person or by telephone.
2. After discussing the issue with the student, the professor shall send the student a follow-up email to his or her email address. The email will detail the professor's decision regarding the grade. A copy of the correspondence shall also be sent to the Chief Academic Officer and Registrar for record keeping.
3. If the issue is not resolved to the student's satisfaction, he or she shall address a written appeal via email to the Chief Academic Officer or via mail to Faith Theological Seminary, Attn: Chief Academic Officer, 1518 North Rolling Road, Catonsville, Maryland 21228. The

appeal will be considered by the Academic Committee. The Academic Committee will review the complaint and send a determination to the student within seven business days.

4. If the issue is still not resolved to the student's satisfaction, he or she shall address a written appeal via email or mail to the President. The President will review the complaint and send a determination to the student within seven business days. The decision of the President is final.

Personal Grievances

Faith Theological Seminary is an institution composed of committed Christians who seek to resolve conflicts in a Biblical manner. Accordingly, the following procedures are intended to provide all voluntary members of this community with a means of conflict resolution that is compatible with our Biblical commitment, to safeguard the legal rights of all individuals, and to promote the Biblical principle of mutual servanthood. The Seminary is committed to assuring a fair and balanced response to all students who have a complaint or grievance regarding a non-academic issue of their experience at the Seminary, and thus should follow the steps below. Regarding civil rights grievances, the Seminary requests that grievances and conflicts be resolved in the manner described below, it cannot require, nor construe it, in such a way that would preclude appeals to relevant external agencies. All complaints in each step will be handled with strict confidentiality.

1. In accordance with the teaching of Jesus (Matthew 18), the student who has a substantive grievance* should first try, if possible, to resolve the issue informally with the party or parties involved. This may be done through written correspondence, by phone, or in a face-to-face meeting. It is generally recognized that in any human group, complaints may originate because of misunderstandings, missed communications, perceived injustices, unanswered or incorrectly answered questions, or minor problems that have been neglected. Effective communication techniques are the tools by which one builds good human relations and accomplishes the objectives of the institution. If the issue is satisfactorily resolved by such a process, no other action is required.

   *Grievances must not be matters that could be regarded as petty, but rather substantive, as in response to insults, harassment, emotional or authority abuses, violation of academic freedom, racial/ethnic discriminatory actions or words, and civil rights abuses related to age, gender, color, ethnic/national origin, or disability. A grievance is an allegation by an individual based on specific facts that there has been a misinterpretation, misapplication, discriminatory application, or violation of a Seminary policy or procedure. The intent of a grievance process is to resolve a dispute over significant issues not minor disagreements. Grade disputes, admissions decisions, pedagogical issues, graduation appeals, and similar academic matters are not grievable issues. Personal dislikes do not factor into either Academic complaints or personal grievances. Academic matters that are not related to grades and graduation appeals may be freely addressed confidentially in the course evaluations administered every semester for each course.

2. If the issue is not resolved to the student's satisfaction, the student may formally submit the complaint in writing to the Chief Academic Officer, or mail it to Faith Theological Seminary, Attn: Chief Academic Officer, 1518 North Rolling Road, Catonsville, Maryland 21228. Recognizing that the burden of *proof rests on the one who submits a grievance, the complaint must include detailed information, including specific dates, times, and the witnesses involved. If relevant, the complaint must also include an account of how the student has sought to resolve the issue up to this point (including copies of all correspondence to and from the parties involved). The complaint will be addressed by a panel of three FTS representatives assigned by the Academic Dean and may include one student representative. The panel will review the complaint and send a determination to the parties involved within seven business days.

   **Burden of proof*: A member of the Seminary community who files a grievance has a burden of proving, by a preponderance of the evidence, that he or she has been wronged.
   **Witness*: an individual identified by the grievant, respondent, or a member of the Seminary who can contribute to the substance of the grievance at hand. An individual identified as a witness or potential witness cannot be forced to testify and will not be coerced, intimidated, or *retaliated against for their testimony or refusal to testify.
   ***Retaliation*: Retaliation is a material adverse action against an individual, because of his or her participation in any part of a grievance proceeding.

3. If the issue is still not resolved to the Grievant's satisfaction following the panel's decision, they shall address a written appeal via email or mail to the President. The President will review the complaint and send a determination to the grievant within seven business days. The decision of the President is final. Retaliation is strictly prohibited in all cases, regardless of the degree of satisfaction of resolution.

Grievants not satisfied with the final decisions of the FTS administration may contact the agencies granting approvals or exemptions: Maryland Higher Education Commission, 6 N Liberty St, Baltimore, MD 2120, Phone: (410) 767-3300.

Student Affidavit on the Standards of Conduct

I understand that preparation for Christian work requires my personal commitment and obedience to the Lord Jesus Christ. I further realize that as an FTS student, I represent the Lord Jesus Christ as well as the Institution. I am aware that the Scriptures prohibit certain behaviors and attitudes such as stealing, lying, gossiping, backbiting, profane language, drunkenness, drug abuse, sexual immorality, occult practices, cheating, lust, pride, bitterness, discrimination, jealousy, and an unforgiving spirit. In addition, I understand that certain types of activities are questionable and will avoid these activities for testimony's sake. Therefore, as a member of the FTS family, I pledge myself without reservation to the following lifestyle commitments:

1. Strive for excellence in academics and in all that I do;
2. Submit to the authority of the Scriptures and the Holy Spirit's control in matters of faith and conduct;

3. Cooperate respectfully with those in authority at the institution, which includes refraining from derogatory/threatening/cursing statements in any form to faculty/staff/students or any behavior that be of a disruptive trend;
4. Participate actively in promoting the cause of Christ, including endeavoring to win others to faith in Him;
5. Refrain from behavior that will bring reproach upon the Lord's name and offend others.
6. The unlawful possession, use, or distribution of drugs and alcohol (on or off FTS property) is strictly prohibited. Further, such possession, use, or distribution will result in disciplinary action taken by the institution and may result in local, state, and federal legal sanctions.

While the Institution recognizes that personal preferences differ and that every member of the FTS community might not agree with every detail of these standards, I must honorably adhere to them. Such an attitude on my part is one of the ways I can develop Christian discipline, exhibit Christian maturity, and demonstrate the love of Christ in concern, both for the integrity of the school and the welfare of other believers.

STUDENT GOVERNMENT ASSOCIATION

Introduction

The FTS Student Government Association (SGA) is comprised of representatives of the student body. They function as representatives to the faculty and administration. The structure of the Student Government Association shall consist of an executive council and student committees. Members of the executive council shall include the Student Government officers and the Academic Dean as an ex-officio member.

Purpose

The Student Government Association is designed to meet four basic objectives:

1. To cooperate with the officials of FTS in promoting the best interests of the institution;
2. To promote the general welfare of all FTS students;
3. To encourage students to honor the Lord Jesus Christ in all activities;
4. To promote fellowship among all FTS students.

Student Government Officers

1. **President** - The President shall preside at all executive council meetings, shall serve as ex-officio member of all student committees, and shall serve as student representative on select institutional committees.
2. **Vice President** - The VP shall preside at the executive council meetings in the absence of the President, shall assume the duties of the President for the remainder of the school year if the President vacates the office or leaves school, and shall oversee all Student Government Association committees.
3. **Secretary** - The Secretary shall record the minutes for all council meetings and maintain files of all Student Government Association records and reports.

Requirements to Hold Office

- The President must be a graduate student or an undergraduate student with at least thirty credit hours completed from FTS.
- The Vice President must be a graduate student or an undergraduate student and must have attended FTS for at least one semester of the previous calendar year.
- The Secretary must be an undergraduate or graduate student and must have attended FTS for at least one semester of the previous calendar year.
- The President of FTS has the right to act in student affairs as appropriate.
- Student Government Association Committees
- The officers of the FTS SGA shall create any and all necessary student committees and shall appoint committee chairs and members from the student body. All committee chairs and members must be currently enrolled students of FTS.
- Order of Business: Robert's Rules of Order shall be the framework for conducting Student Government Association executive council and committee meetings and business.

Appointment to Office

Student Government Association officers are generally elected by the student body but can be appointed by request of the administration. The officers include: President, Vice President, and Secretary. The terms of office are annual, but officers may be appointed to the same office more than once.

STUDENT SERVICES

Automobile Use on Campus

Campus parking and traffic regulations comply with Maryland State motor vehicle laws. These rules apply equally to all faculty, staff, students, and visitors.

- No unlicensed or improperly licensed motorized vehicle may be operated on the FTS campus.
- Parking is permitted only in marked parking spaces in designated parking areas.
- Unless marked as a designated parking space, all other parking lot areas are considered fire lanes and parking in them is strictly prohibited.
- FTS reserves the right to tow away any illegally or improperly parked vehicle at the owner/operator's expense.
- Spaces designated as handicapped-only parking must be honored and vehicles parked in them must display a state-issued disabled parking permit.
- Motorcycles and motor scooters are considered engine-driven vehicles and may not be operated on walks intended for foot traffic.
- Individuals suspected of operating a vehicle under the influence of any drug or alcohol will be reported to local authorities.
- All drivers are asked to consider that FTS is located on a church campus with staff housing and thus respect that all pastoral staff and personal parking spaces are private.

Academic Advising

Bachelor and Master students contact the Director of Student Services and/or the Director of Admissions to schedule academic advisement. Doctoral students contact the Director of the Doctoral Program to schedule advisement. The academic advisors assigned in Populi to each student also guide and counsel students throughout their academic program, as needed. Program Directors are also contacted for advisement when needed. It is the student's responsibility to fulfill the requirements of their chosen degree program and to take the initiative to seek assistance and guidance as needed.

Monitoring academic achievement and success is another means to ensure that students needing advisement are identified. The Registrar and Director of Student Services track student achievement to safeguard students through observation, advisement, and guidance by identifying and addressing where possible any unresolved problems students may be facing that hinder or threaten their academic success.

College Bookstore

The institution does not have a bookstore, nor does it intend to have one in the foreseeable future. Considering the plethora and ease of acquiring books online, and the many costs (stock and staff) and physical space required for a bookstore, this is our present policy. Further, a copy of all textbooks required for courses is available on reserve in the Seminary library.

There are numerous online sites that can be used for purchase of books, such as Amazon, Barnes & Noble, Powell's Books, AbeBooks, Thriftbooks, and Alibri. Logos Bible Software also provides students with discounted and licensed textbook materials through their software program.

All course syllabi are available to students online (Populi) in a timely fashion that allows them to acquire their course textbook materials before classes begin.

Career Counseling

Faith Theological Seminary offers career counseling to assist students in selecting, preparing for, and engaging in a vocation related to their degree program. A student who desires career counseling should contact the Director of Admissions who will arrange for appropriate guidance.

Chapel

Chapel services are planned to provide the elements of a meaningful worship experience. Speakers are chosen from the faculty, students, alumni, and visiting guests. No classes are held during the chapel time, and the library and student services offices are closed.

Faculty Office Hours

It is understood that with today's technology all faculty will share phone numbers, email addresses, and other means of communication with their students to facilitate ease of communication beyond traditional 'office hours.' Nonetheless, Full-time Faculty are required to communicate hours of availability in course syllabi so that they can make appointments during those designated times: office hours are 9-5 M-F for full time faculty. Students can schedule to

meet with faculty on-campus during semesterly office hours, before/after classes, or schedule to meet with both Full-time and Adjunct Faculty online using online offices through our Big Blue Button (BBB) streaming service. Students and be available by appointment when necessary.

Financial Aid

The institution cannot offer the Federal Application for Financial Student Aid (FAFSA). Tuition discounts for qualified students are available. There is an embedded question in the online application process for students seeking to receive tuition relief through various waiver policies and/or demonstrated financial need.

Categories of waivers include:

- Presidential
- GBBC membership
- Staff and faculty
- First Responders
- Military
- International Student
- Missionary

Students have the primary responsibility for financing their education and the seminary expects them to do whatever is possible to meet financial needs. This includes arranging support from church, family, and friends, and by maintaining employment. Nevertheless, we recognize that these sources do not always provide the necessary funding for students (even though FTS tuition is considerably lower per credit hour than peer institutions). Though student tuition is critical to the operations of the seminary, we strive to ensure as best as possible that applicants with *demonstrated financial need* are considered for modest tuition assistance**.**

Food Services

- The Seminary does not have an operating cafeteria. There is a coffee and snack area called Grace Café where seating is available for students to congregate.
- Students who wish to bring their lunches may use the refrigerator near the Student Lounge area for temporary storage. Old items will be discarded. Please do not leave items overnight. Microwave oven is available near the Student Lounge. Students are also welcome to use the tables outside the patio for eating meals or snacks.

Local restaurants in proximity:
Double T Diner
6300 Baltimore National Pike, Catonsville, MD 21228
410-744-4151

Pho Saigon
1116 N Rolling Rd, Catonsville, MD 21228
410-744-2740

Sorrento's West
6220 Baltimore National Pike Ste 1, Catonsville, MD 21228
410-744-2600

KPOT Korean BBQ & Hot Pot
718 N Rolling Rd, Catonsville, MD 21228
443-860-9036

Health Services, Insurance, and Medical Emergencies

The Seminary does not currently offer medical coverage or care. There are no medical personnel at the Seminary. Referrals for insurance and local medical care are available from the Maryland Health Connection, 1-855-642-8572, www.marylandhealthconnection.gov (Maryland residents only).

Medical facilities in proximity:
Express Care
4900 Beaver Run Ct
Ellicott City, MD 21043
443-542-9630

Patient First Primary and Urgent Care
6333 Baltimore National Pike
Catonsville, MD 21228
443-514-1361

MedStar Health: Primary Care at Wilkens Medical Center
4660 Wilkens Ave SUITE 100
Baltimore, MD 21229
410-247-0782

In case of a medical emergency, contact 911 and then contact the Seminary Office when on duty at 410-788-6132.

International Students are required to have health insurance for themselves and their dependents.

Housing

FTS does not own or provide dormitories or other living quarters for students and their families. Students are responsible for securing their own living quarters. Limited arrangements on campus can be made by advanced request for international or visiting students who are taking intensive or modular courses.

Orientation for New Students

All incoming students are urged to attend our Student Orientation, which will be scheduled and announced in advance at the beginning of each semester in the Fall and Spring semesters.

The purpose of the New Student Orientation is to cover major student issues and to lend a hand in making campus life at Faith Theological Seminary a rewarding experience for each new student. During student orientation, students have the chance to interact with representatives from the institution. Students receive guidance on academic advisement, registration, financial aid, student accounts, library, purchasing books, and other matters.

Placement and Career Services

Placement and career services are important to the overall success of an institution. Assisting students and graduates searching for that right job is something we value here at FTS. The Admissions Office provides resources to assist students with job searching, resume writing, and other useful career information. There are job postings available on the bulletin board outside the Admissions Office. For Administration contacts, see p. 6.

Prayer Support

Students, faculty, and staff share prayer requests and pray for one another. Requests may be submitted to the Student Government President. Personal information is kept strictly confidential, and the content of the requests are shared only with appropriate groups.

Remedial Programs and Writing Support

Except in the disciplines of English, FTS does not provide a remedial program for a student who is admitted and finds that he or she cannot work on the expected level of his degree program. Writing support is available on a request basis (there is no writing lab). If a student is struggling to write at sufficient level, the Seminary will do what it can to provide additional guidance and help for the student to get professional tutorial for English.

Student Life

FTS is a commuter school of mostly local students in the Baltimore Metro area, thus making it necessary to be very intentional about building community and developing student life on campus. There are, nevertheless, boundless off-campus opportunities, cultural and social, available to our students and staff.



Select Index

Academic Appeals, 51
Academic Dishonesty, 39
Course Cancellations, 9
Course Registration, 9
Course Withdrawal, 9
External Borrowing Privileges, 28
Nondiscrimination Policy, 42
Personal Grievances, 52
Pornography Policy, 44
Student Complaints, Grievance Policies, and Appeals, 51