

JAMAICA THEOLOGICAL SEMINARY



**FACULTY HANDBOOK
2012 - 2015**

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FOREWARD

All full-time and part-time faculty are subject to the responsibilities, guidelines and relationships included in this Faculty Handbook. This manual has been prepared to furnish the information and policies with which an instructor will need to be familiar. In addition to consulting this Handbook, every faculty member will want to familiarise himself/herself with the Prospectus and Student Handbook. An attempt has been made to make this document sufficiently complete; however, it is recognised that some inadequacies may occur. This Handbook will be revised from time to time; therefore, any suggestion for making it more useful may be submitted in writing to the chair of the office of the Academic Dean's (adapted).

SECTION ONE

GENERAL INFORMATION

The College's Mission, Purpose Values

The College is guided by Christian principles as it aims to provide rich education and training to men and women in order to prepare them to contribute to the Church and by extension society. These statements affirm our intention and commitment to so function that God is glorified in all that we do and our graduates are enabled to play a meaningful role in the global community.

The purpose of Jamaica Theological Seminary is:

“To offer quality academic studies and training informed by a christocentric worldview so that persons may acquire the attitudes, knowledge and skills needed to enable them to contribute to national development and to perform in a global environment”.

The Mission of Jamaica Theological Seminary is:

“To glorify God and prepare persons academically and spiritually for service in the local, regional and global communities”.

The Jamaica Theological Seminary will promote the following Values as we are committed to providing a distinctive theological, professional and general education that incorporates:

- Linkages between theory and practice
- An innovative, relevant and competitive faith based curriculum
- An emphasis on preventative rather than on corrective influence in church and society
- Teaching, learning and multiple modes of delivery
- Primary and scholarly research
- Policies and practices that “match” our espoused
- Statement of faith, mission, and educational philosophy.
- Objective decision-making processes and policy implementation

We are committed to building a Christian community which fosters:

- Respect for and sensitivity towards and one another
- Ethical values and moral behaviour
- A climate of cooperation
- Avenues of holistic growth for all

We are committed to contributing to national development and social engagement through fostering:

- Volunteerism and community service
- Mentorship
- Christian outreach
- Programmes of study and training which contribute to national development.
- Advocacy

These statements affirm our intention to so function that God is glorified in all that we do. The specific task is the provision of quality education and leadership training to Christians and others. This is the way in which we will serve the Church and by extension society. Church refers to the entire Christian community with its diverse traditions. Thus, while sponsored by the MCAJ, our adult learners, as well as teaching and administrative staff, are made up of people from many other denominations and churches.

Historical Background

Jamaica Theological Seminary (JTS) is an institution grounded in the Christian community and primarily serving the people of Jamaica and the Caribbean, with a university-level programme of study. The institution was launched in January 1960 to respond to the need in Jamaica and the Caribbean for culturally and contextually sensitive leadership education for the church and the wider society. The need was for the development of evangelical church leaders to respond appropriately to the cultural, educational, economic, and social challenges of the Caribbean.

The Missionary Church Association in Jamaica launched JTS in Kingston. Five students were initially enrolled. From the outset the school was intentionally interdenominational and international in character.

Among the concerns that led to the founding of the institution were the following:

- that Evangelicals be equipped to speak with authority on the cardinal doctrines of the Christian faith given contending contemporary theological positions in the Caribbean;
- that the programmes of study maintain a strong spiritual and character formation emphasis along with the academic—thus the motto was chosen: "That I may know Him" (Phil. 3:10), and "That I might preach Him" (Gal.1:16); and
- that the curriculum be purposely designed to reflect the needs of Caribbean society.

The founding principal, Dr. Zenas Gerig, gave sterling leadership to the school from its inception to 1983. Dr. Clive Afflick served as principal from 1984-1990. Rev. Arthur Hall (1963-65), Rev. Garnett Roper (1987-89), and Dr. Claire Henry (1990-92) have served JTS as acting principals.

The institution embarked on a new phase of its development in September 1992 when as a result of a collaborative agreement with Caribbean Graduate School of Theology (CGST) a consensus emerged for the appointment of a president who would exercise executive responsibilities for the two institutions. In 1992 Dr. Dieumeme Noelliste assumed the leadership of both JTS and CGST and was formally installed in January 1993. He was replaced by Dr. Daemon Black in

2006, when the schools formally separated their operations. Dr. Black was succeeded by Dr. Garnett Roper in 2009.

The original site of the Seminary was 1 Belmont Road, Cross Roads, Kingston 5. As the student body grew, so did the need for a larger and more permanent campus. The present campus which is located at 14-18 West Avenue, Constant Spring, Kingston 8, was purchased in 1962. Subsequent to the purchase of the permanent site, the campus has been expanded by the acquisition of four separate adjacent plots of land with appropriate residential buildings as well as space for sports activities. The most recent expansion occurred in 1999 with the acquisition of a two-acre property to the south of 14-18 West Avenue. The campus now includes seven and half acres of land with fourteen substantial buildings.

The Seminary is interdenominational and international in character with more than 30 different denominations and over a dozen countries represented throughout its history. JTS graduates have gone into active Christian ministries throughout Jamaica, the Caribbean and around the globe. Several graduates serve as denominational heads. Others are engaged in non-pastoral ministries, including theological and religious education, while some serve as missionaries. A significant number have pursued advanced studies in theology and other disciplines. A growing number serve within the wider society providing leadership in finance and commerce, journalism, education, guidance counselling, medicine, agronomy, consumer advocacy, and a number of other areas. This year the seminary celebrates fifty-two years of unbroken service to Jamaica and the Caribbean.

Affiliations

Recognized as an established institution of higher education in Jamaica and the wider Caribbean, JTS relates to a variety of constituencies. They include prospective students, local churches and their respective denominations, para-church organizations, educational organizations such Association of Caribbean Tertiary Institutions (ACTI), the Joint Committee for Tertiary Education (JCTE), Joint Board of Teacher Education (JBTE), ministries of education in Jamaica and throughout the Caribbean, accrediting agencies such as Caribbean Evangelical Theological Association (CETA) and the University Council of Jamaica (UCJ), international organizations, the media, and the supporters of the school both locally and overseas.

Primary Philosophical and Operational Paradigm

JTS acknowledges the validity and imperative of the outcomes based model of education. We affirm the demands by employers and other stakeholders for graduates who are holistically prepared to face the challenges of the contemporary environment, and the labour market. Such preparation acknowledges not only knowledge and “hard” technical skills, but also “softer” intangible skills such as attitude and emotional intelligence. Outcomes based education demands that an institution organise itself and focus its resources on ensuring that all students meet key

competencies and are able to function according to the goals and objectives of their programme of study. JTS is committed to this end. Aligned with this emphasis on outcomes based education is the need to enable and facilitate a culture of evidence. JTS commits itself to develop processes that will provide evidence for the achievement of the designed student learning

outcomes. This will include both direct and indirect measures.

Statement of Faith

1. We believe that the Scriptures, both Old and New Testaments, are the inspired Word of God, without error in the original writings, the complete revelation of His will for the salvation of persons, and the divine and final authority for all Christian faith and practice.
2. We believe in one God, Creator of all things, infinitely perfect and eternally existing in three persons, Father, Son and Holy Spirit.
3. We believe that Jesus Christ is true God and true man, having been conceived of the Holy Spirit and born of the Virgin Mary; and that He arose bodily from the dead and ascended into heaven where He is now our High Priest and Advocate.
4. We believe that the ministry of the Holy Spirit is to glorify the Lord Jesus Christ, and to convict men of sin, regenerate the believing sinner, indwell, guide, instruct and empower the believer for godly living and service.
5. We believe that man was created in the image of God but fell into sin and thereby incurred not only physical death, but also that spiritual death which is separation from God; and that all human beings are sinful by nature and in need of redemption which can be accomplished alone by the grace and power of God.
6. We believe that the Lord Jesus Christ died for our sins, according to the Scriptures, as a representative and substitutionary sacrifice; and that all who believe in Him are justified on the ground of His sacrificial death, and become heirs of eternal life.
7. We believe that the Christian life is a life of discipleship, involving a personal response of faith and obedience to Jesus Christ and to the Word of God, leading to a life of holiness, witness and service through the power of the Holy Spirit.
8. We believe that the true Church is composed of all such persons who through saving faith in Jesus Christ have been regenerated by the Holy Spirit and are united together in the body of Christ, which transcends and overcomes cultural, national, racial and ethnic boundaries, and of which Christ is the head.
9. We believe in the personal and visible return of our Lord Jesus Christ, in power and glory, to consummate his salvation and his judgement.
10. We believe in the bodily resurrection of the dead: of the believer to everlasting blessedness and joy with the Lord; of the unbeliever to judgement and everlasting conscious punishment.

Accreditation

The Jamaica Theological Seminary is accredited regionally and theologically by the Caribbean Evangelical Theological Association (CETA). It is a charter member of CETA and gained full accreditation from CETA's Accrediting Commission in 1981 (renewed in 1991 through 2001).

JTS was the first school to gain accreditation from CETA. CETA is a charter member of the International Council of Accrediting Agencies (ICAA) for evangelical higher education. Other regional accrediting bodies in ICAA represent Africa, Asia, Europe, North America, South America, and the South Pacific.

The Jamaica Theological Seminary is accredited nationally by the University Council of Jamaica, a statutory body of the Government of Jamaica operating under the portfolio of the Ministry of Education. In 1991 JTS became the first institution in Jamaica to be so accredited.

Jamaica Theological Seminary is a founding member of both the Association of Caribbean Tertiary Institutions (ACTI), and the Jamaica Council for Tertiary Education (JCTE).

Jamaica Theological Seminary is an active member of the Evangelical Training Association (ETA) and is authorized to grant the Standard Teacher's Diploma of the ETA to students meeting course requirements.

Graduates of the Jamaica Theological Seminary with appropriate academic records have consistently been accepted at leading graduate schools, seminaries, and universities in North America and Europe for further studies in theology and other disciplines.

SECTION TWO

DUTIES OF FACULTY

ACADEMIC DUTIES

The members of the JTS teaching staff, both full-time and part-time lecturers, are expected to be committed and growing Christians who facilitate the academic and spiritual development of the students by their words and actions.

Here are the academic duties of the Teaching Staff as outlined in the Constitution of the Jamaica Theological Seminary:

1. It shall be the duty of the Teaching Staff to formulate and adopt policies in academic matters and student life activities.
2. It shall adopt such rules and regulations governing student activities and work as it considers advisable, and shall co-operate in their enforcement.
3. It shall devise and maintain a uniform system of grading.
4. It shall frame the Seminary calendar and arrange for special events.
5. It shall approve textbooks, etc., for class work, and shall recommend to the Seminary Administrative Committee purchase of equipment as may be advisable.
6. It shall determine which students are entitled to graduation, and recommend them to the Seminary Board.
7. The President of the Student Council shall represent the Student Council to the Teaching Staff in relevant matters.

CRITERIA FOR PROMOTION AND RENEWAL OF CONTRACT

Teaching

1. Prepares for instruction effectively.
2. Uses teaching strategies and skills appropriate to the subject, objectives, and learner.
3. Uses appropriate means of evaluation to improve instruction.
4. Manages classroom activities and procedures effectively.
5. Demonstrates effective instructor-student rapport.

6. Integrates faith and learning in the instructional process.

Advising, Counselling and Interacting with Students

1. Serves students as an effective academic advisor.
2. Helps students with career/personal counselling.
3. Interacts effectively with students.

Professional Growth

1. Holds appropriate degree(s), and/or takes graduate work relating to teaching assignment.
2. Participates in professional development activities.
3. Uses ideas from professional books, journals, organisations and conferences to enhance classroom instruction.
4. Tries new methods/approaches in the classroom and evaluates their success.

Service

1. Participates effectively in committee assignments, departmental activities, and where appropriate, student class or club sponsorships.
2. Attends regularly faculty meetings/chapel/revival services.
3. Participates in College social and cultural activities.
4. Participates in community activities and service.
5. Performs administrative duties effectively when appointed or elected to serve.

Loyalty to the Seminary's Mission/Purpose

1. Is committed to higher education in a Christian context.
2. Seeks to exemplify basic Christian virtues.
3. Committed to the doctrinal and ethical stance of the local church.
4. Exemplifies devotion to the Church through regular church attendance and participation.

Teaching Load

The full-time teaching load will be in a range between 24 to 27 semester hours per academic year. The average teaching load is normally 12 clock hours per week, but the teaching load will

vary in accordance with such factors as size of class, amount of preparation required, and extent of administrative duties. For those who are primarily concerned with administrative duties, teaching assignments do not usually exceed 6 clock hours. The president and the Academic Dean will consider the class load in relation to other responsibilities on campus.

Non-Academic Classes

Faculty teaching field education classes, ensemble, private instrumental or voice classes, etc. are given a heavier teaching load in hours because of the less time required in preparation, research, class presentation, examination, etc. For each three hours of private lessons, a teacher is assigned one hour of teaching load.

Twelve Month Contract Faculty

Full-time faculty on a 12-month salary base will have extra assignments during the regular school breaks. Such assignments include teaching in extension classes, coordinating seminars, directing workshops, coordinating campus activities, etc.

Other Responsibilities of Faculty

In addition to teaching, faculty have responsibility in other areas such as advising, directed study, committee and sponsorship assignments, supervision of internships, practicums, field education, etc. These assignments are understood as being part of the job description. They are not considered in the teaching load hours.

JOB DESCRIPTION OF LECTURERS

The duties pertaining to the job of a faculty member as listed below are not to be taken as the formal agreement of an employment contract. Upon employment, faculty members are presented with a formal and detailed job description that spells out all duties and requirements. What follows below is a general description of the job of faculty members.

Job Requirements

1. Teach effectively the course(s) assigned.
2. Employ effective method(s) of evaluating the performance of each student.
3. Attend all class sessions as required (See "Instructional Guidelines").
4. Prepare a syllabus outlining the plan of each assigned course.(Lecturers should collaborate and work with a standardized syllabus when there are two or more classes for a particular course).
5. Be available to offer counsel and advice to students.
6. Assume administrative responsibilities and serve on Faculty Committee(s) as may be necessary.

7. Attend all Faculty meetings.
8. Attend all major functions of the Seminary, which include opening and closing exercises such as graduation.

Attendance at Official Functions

Unless excused by the President, members of the Faculty are expected to be in attendance at all official functions of the Seminary.

Time Requirements

1. The normal full-time teaching load is 12 teaching hours per week.
2. Additional time of 2-3 hours per teaching hour is expected for preparation, grading, etc.

Responsibilities

1. Each lecturer is responsible to upload to the school's students' management system his/her syllabus for each assigned course. S/He should also send an e-copy of the syllabus to the academic office at academicdean@jts.edu.jm.
2. Lecturers are responsible to submit student grades via the school's students' management system no later than three (3) weeks after the final exam period.

Expectations

1. It is expected that each lecturer will endeavour to include recent scholarship and relevant material so as to keep his/her teaching current.
2. It is expected that each lecturer will maintain a high level of Christian discipline and unity in the classroom.
3. It is expected that each lecturer will report any major disciplinary problems with students to the Academic Dean or Student Dean.
4. It is expected that each lecturer will participate actively in Seminary life and worship, which includes orientation, daily chapels, Days of Prayer, special lectures and for a, etc.
5. It is expected that each lecturer will be available for limited teaching or promotion during holiday periods as determined beforehand.

Salaries and Benefits

(Specific salary and benefits are paid according to contractual arrangements.)

Academic Advising

The helping relationship of a faculty member to the student as an academic and personal advisor is a crucial part of the Student Development programme of the Seminary.

Purpose: To monitor student performance in the classroom so that each student can:

1. Maintain his or her highest level of academic achievement
2. Constantly integrate classroom work with his or her ministry needs

Method:

At the beginning of each semester, lecturers may be assigned particular students by the academic office or Registry, for the purpose of private meetings with such students to discuss the students' academic performance. Students who are deemed to require specialist assistance may be pointed to the Academic Dean or the Department of Student Services.

Staff Meetings

A monthly Faculty and staff meeting/devotional activity is held every other Tuesday from 9:00 – 10:30 a.m. All full time faculty members are expected to be in attendance, while adjunct faculty members are encouraged to attend if indeed they find it possible.

JOB DESCRIPTION OF PART-TIME LECTURERS

1. Part-time faculty report to the Office of Academic Dean
2. In addition to the provisions of sub-section II (A-E), III and IV (A-C), part-time lecturers will be expected to agree to the following conditions of service:
3. Appointment will be for the year or for any part of the year agreed on between the Seminary and the lecturer.
4. Appointments may be terminated on either side by giving not less than a semester's notice.
 - A. No teaching will be done other than by special arrangement:
 - B. On Public Holiday
 - C. On any day proclaimed by the Minister of Education as a holiday for educational institutions
 - D. During specified periods on Day of Prayer, or other compulsory campus activities (special lectures, presentations, drills, etc.)
5. The appointment involves the design of a course syllabus and the setting and marking of course and examination papers. Part-time lecturers are expected to invigilate their own examinations.

SECTION THREE

THE STUDENT MANAGEMENT SYSTEM

Introduction

In 2010 JTS implemented the use of online communication with lecturers and the use of a Student Management System (Focus/SIS) to administer the application, acceptance, registration for classes, the posting of notes and notices by lecturers, the marking of attendance, and the submission of class-work by students. As such, every lecturer at JTS is required to utilize online communication for messages and updates from the school, as well as for contacting persons at the school, and use the Student Management System for the activities pertaining to the delivery of their classes as mentioned above. At the end of this section details will be provided on how to access the systems.

Training for and the Use of JTS Email and Focus/SIS

Before the start of each semester a training/refresher course in using the Student Management System is staged by the IT office, especially for lecturers who might be new to the system (but open to any lecturer). Whether or not the lecturer accesses the training made available by the institution, s/he is still expected to utilize the system, especially for the students' submission of assignments and the posting of final grades. Lecturers who fail to comply with this requirement may have their contracts reconsidered. For details on how to access and use the system lecturers may consult the manual posted on the schools webpage.

The Use of Focus/SIS

Lecturers are expected to use the Student Management System (Focus/SIS) to do a number of things in relation to the delivery of their classes and the submission of student work. This list of such expectations follows:

- Monitor legitimate student access to classes through the official class list, posted on the system. Students who do not appear on the class list and who do not have written authorization from the accounts department are not to be allowed to access classes, class material or submit assignments.
- Take attendance each day. This becomes important should there be a dispute regarding students' attendance to classes in keeping with the standards mandated by our accreditation partners.
- The posting of notes, lectures and/or handouts. The Student Management System provides lecturers with the opportunity of posting material related to their classes, for immediate student access. In keeping with this provision, lecturers are not permitted to request the Library's photocopying of material for students, unless such pertains to the copying of specific sections of texts, in keeping with the legal standards laid down by JamCopy.
- The submission of student assignments. Students will be required to submit their assignments via the Student Management System, whether or not the lecturer requires a hard copy of said

assignments. Should the lecturer require a hard copy of such assignments, the student is still required to submit the assignment through the Student Management System for the purpose of keeping an electronic record of students' work.

- Keep and submit student grades. Lecturers are expected to set up the grade book for their classes and enter grades for assignments as soon as they are marked. In this way the grade book keeps records in “real time” and provides immediate access regarding students' performance if such detail is required.

Assistance with the Student Management System

Should lecturers face challenges with successfully utilizing the Student Management System, they may contact the IT Help Desk at helpdesk@jts.edu.jm for assistance. The help desk seeks to address queries within 24 hours of a request made. Should more urgent assistance be necessary, the lecturer may contact the Academic Dean for assistance.

Accessing Lecturer's Email Accounts and Focus/SIS

For accessing both their JTS email accounts and Focus/SIS, lecturers ought to follow the steps outlined below:

Step 1

Open your Internet Browser (Internet Explorer, Google Chrome, Mozilla Firefox etc.) and In the address bar enter the site address: jts.edu.jm

Step 2

- Select the **Staff/Student** login link in the Right hand top corner of the page

Step 3

- Enter username and password (note the format for your password is firstname.lastname)
- The default password is Password1
- The system may present characters for confirmation of your account, if this happens it is pivotal that you enter the characters correctly to gain access.
- Upon entry you will be prompted to personalize your password.
- Passwords have a 8 character requirement.

You should now have access to your JTS email account. Please keep your password secure and readily at hand. Should you lose your password the system will need to be reset and a new password created. You may request helpdesk@jts.edu.jm for assistance on such matters.

Step 4.

- Select the **Focus/SIS** link in the left side panel.

Step 5

- Enter username and password (note the username for the Focus/SIS System is first namelast initial. Thus, if your name is Samantha Brown, your Focus/SIS username would be Samanthab
- The default password is password1

- Upon entry you will be prompted to personalize your password.
- For consistency the IT Department insists that you reuse the previous password created for you JTS email access.
- All queries are to be mailed to the IT Officer at helpdesk@jts.edu.jm

SECTION FOUR

INSTRUCTIONAL GUIDELINES

Academic Calendar

An academic calendar is produced and circulated before the beginning of the school year in August. Please see the JTS website, your email accounts, or check with the Academic Office for the latest academic calendar.

Class Schedule

For the Day Degree Programme, classes are scheduled to begin on the hour each hour from 8:00 am – 4:00pm, with a lunch break scheduled at 12:00 noon – 1:00 pm each day. On Tuesdays or Thursdays there is also a Chapel session scheduled from 10:00 – 12:00 noon.

Class periods are fifty-five minutes in length. It is important that all lecturers adhere to the above class schedule as closely as possible.

Class Prayer

It is the custom at the Seminary to open each class session with prayer. Since worship and devotional opportunities are regularly scheduled for the J.T.S. community, lecturers are not expected to take substantive time for devotions at the beginning of each class.

Class Attendance Records

At the beginning of the semester, each lecturer may view a preliminary class on the school's student management system. Students whose names do not appear on the list will need to present to the lecturer an authorization slip from the Accounts Department, which indicates that the student is duly registered or given clearance to attend classes.

Subsequently, by the third week of the semester the class list on the students' management system becomes official. Permission must be given from the Office of the Registrar before any name(s) can be added to any class list. The roll of class attendance is to be checked each class session, and clear, accurate records kept through the attendance log on the students' management system.

Students are normally allowed one unexcused absence per credit hour of class instruction. Thus, for a three credit class the student is allowed to be absent from a total of three hours of class without an excuse. The student's grade may be affected by too many absences. A lecturer may decide to bar a student from completing a class if s/he deems that too many absences have accrued thus compromising the student's ability to benefit from the course in a significant way.

Lecturer's Absence

In the event it becomes necessary to miss class sessions, each Teaching Staff member must secure his or her own substitute or make other arrangements with the students. In addition, he is to notify

the Office of Academic Dean/Registrar of his absence from class, prior to the class meeting, if possible.

Student Evaluation of Lecturers

Every faculty member will be subject to students' evaluation at the end of each course. These evaluations are to be conducted by use of an evaluation instrument approved by the Office of Academic Dean.

In order to assure the candidness of the evaluations, the following procedures should be followed:

- Evaluations should be done in the last teaching class session
- Evaluations are to be unsigned by the student
- The results of the evaluation will be compiled, put in writing, a copy of which will be given to the lecturer and one copy kept on his or her file.
- The lecturer should introduce the evaluation to the class and then leave the room after designating a student to collect the evaluations, seal them in an envelope and deliver the envelope to the Office of the Academic Dean/Registrar for holding.
- The evaluations will be kept in the Office of the Academic Dean and the results will be made available for future teaching assignments and follow up corrective action.

Institutional Evaluation of Lecturers

The Academic Office sees as an essential part of its duties, the evaluation of lecturers on a periodic basis for the purposes of quality control, faculty development and instructional improvement. As such, from time to time lecturers will be evaluated as the conduct instruction in class. Such evaluations will be unannounced, and may be conducted by the Academic Dean, a colleague lecturer, or any suitable agent acting on behalf of the Academic Office.

The findings of the evaluation will be considered by the Academic Dean and recommendations shared with evaluated lecturers in a timely basis. The results will become a part of the lecturers' permanent records and used to track his/her development/improvements in the vocation.

SECTION FIVE

ASSESSMENT MATTERS

Assessment Policy

The Seminary's policy is to ensure that assessment practices are based on the principles of *equity, clarity, consistency* and *openness*. This Guide provides a general regulatory framework and guidelines within which departments and academic staff must operate. The Assessment Committee (AC) is responsible for the oversight of assessment policy.

Assessment policies and practices throughout the Seminary must be linked explicitly to the teaching and learning aims and outcomes of the academic programme/course concerned. They must be designed to ensure that students are treated equitably and should allow students the opportunity to demonstrate that they have achieved the learning outcomes of a programme of study. They must provide a clear framework within which interested parties can make judgments on the comparative performance of students.

Departments may establish additional special requirements for students. These must be documented. Departments are responsible for ensuring that the statement is made available to all staff and students and accessible to regulatory agencies. Heads of departments must ensure that new members of staff receive appropriate introduction to departmental assessment policies and practices.

Policies and practices must be approved by the AC in the first instance. Any subsequent changes to policies and practices are subject to the approval of the Committee. The AC may, at its discretion, require revisions to a department's *policies* in the light of the Seminary's requirements on assessment and good practice in higher education.

Departments are required to review policies and practices on a regular basis, in the light of the reports of the AC and regulatory agencies. They must ensure in particular that the policies and practices have been implemented consistently, have contributed to the achievement of the outcomes of the degree programmes concerned, and continue to be appropriate to the aims and objectives of the programmes of study.

Assessment Requirements

Assessment must, in principle, allow candidates the opportunity to demonstrate achievement of the declared learning outcomes of the course and/or programme. Assessment also allows students the opportunity to gain feedback on their progress and improved understanding of their discipline. Therefore, methods of assessment need to be developed in the context of the wider learning process. Programme specifications must demonstrate that the appropriate linkages are in place that relates assessment to learning outcomes.

Assessment Types

Assessment is usually construed as being *diagnostic*, *formative* or *summative*. Commonly held understandings of these terms are that:

- *Diagnostic assessment* provides an indicator of a learner's aptitude and preparedness for a programme of study and identifies possible learning problems;
- *Formative assessment* is designed to provide feedback on progress and informal development and is essential for all courses at JTS.
- *Summative assessment* provides a measure of achievement or failure made in respect of a learner's performance in relation to the intended learning outcomes of the programme of study.

Any assessment instrument can, and often does, involve more than one of these elements. So, for example, much course work is formative in that it provides an opportunity for students to be given feedback on their level of attainment, but also often counts towards the credit being accumulated for a summative statement of achievement. An end-of-course or end-of-programme assessment is designed primarily to result in a summative judgment on the level of attainment the student has reached. Both formative and summative assessment can have a diagnostic function. Assessment primarily aimed at diagnosis is intrinsically formative, though it might, rarely, contribute towards a summative judgment.

THE ASSESSMENT COMMITTEE

Membership of the Assessment Committee (AC)

The AC shall be led by a head of department nominated and confirmed by the Academic Affairs Committee. Other members are the Academic Dean, the Registrar, and at least two lecturers (efforts should be made to include at least one part-time faculty member and the Director of Library Services/Librarian). The quorum for the AC to conduct business is three members.

Functions of the AC

The functions of the AC include:

- ensuring that the Seminary's principles of assessment underpin assessment processes and decisions;
- vetting examination question papers to ensure compliance with institutional policy, and general standards for assessment;
- ratifying final examination procedures;
- making recommendations to the Academic Affairs Committee on all matters related to assessment policy;
- ensuring that all relevant documentation is completed on a timely basis;
- receiving submission from interested parties (lecturers, students) re policies and processes;
- hearing appeals/challenges to assessment policies, procedures and decisions, course grades; decisions taken are to be documented and disseminated to all relevant parties;
- reporting to the Academic Affairs Committee and at Faculty meetings as necessary.

Departments are responsible for ensuring that the AC is provided with all necessary information for the effective fulfillment of its role as outlined above, and that it is consulted at appropriate

stages of the assessment process. This includes providing the AC with detailed syllabi and course/programme structure information and liaising with them on arrangements for its meetings.

Individual departments are responsible for providing the AC with a *Written Statement* on assessment policies and practices relevant to their area.

Departments are responsible for ensuring that all written or recorded work contributing to a final degree award is available for examination or comment by relevant Seminary authorities or accreditation agencies. Where such work has been returned to students, students are responsible for retaining it in a portfolio for possible future external scrutiny. This is especially so with respect to the programmes accredited by the Joint Board of Teacher Education (JBTE). Department heads are responsible for alerting students to such requirements.

MARKING PRACTICES

Non-Written or Non-Recorded Work

Assessment which is not based on written or recorded work (such as group/ individual presentations) should not comprise in total more than 20% of the overall final grade. Any divergence from this principle requires the approval of the AC. Courses which include practicum elements are exempt from this rule. Assessment involving non-written or non-recorded work contributing to more than a weighted 20% of the final grade must be undertaken, assessed and documented by at least two examiners.

With respect to the final overall grade no marks are to be awarded for areas such as *Attendance* or *Participation*. However, marks for participation may be awarded for assignments such as group projects. Penalties as noted in the *Student Handbook* for absence and lateness are to be applied by all lecturers without exception.

Anonymous Marking

Anonymous marking is mandatory in, but not limited to, final examinations, except where unfeasible (e.g. in practicum, and assessments not based on written or recorded work). Students are allocated a student identification number when they first register at the Seminary. The number is shown on each student's identity card. The Registrar's office is responsible for these arrangements. Candidate numbers should be used in place of names in all written or recorded summative assessment. Departments should try to ensure that, as far as is practicable, lecturers do not know which examination number corresponds to which candidate when scripts are marked. Anonymity should be protected for as long as possible.

It is accepted that preserving the anonymity of a student's marks may not in fact preserve the anonymity of the student (e.g. in a class/programme with a small enrolment). Nevertheless, it is important that all departments attempt to preserve anonymity as far as possible by adopting the practice detailed above. Procedures for anonymous marking should be included in the *Student Handbook*

Members of staff having access to students' identification numbers through the student records

system should ensure that this information is held in strict confidence.

Annotation of Examination Scripts

It is good practice for a marker to initial the examination script during the grading process. This can be useful if students query marks. Students do not have automatic access to their examination scripts. However, students have a right of access to examiners' comments on the content of scripts or research papers as these indicate the marker's reasoning in the grading process. Students have the right of access to data consisting of the marks given, and any comments on which they were based. *All comments committed to writing should be fair and defensible. It is recommended that they should relate to the script rather than the student.* Students must query any grades issued within two weeks of receipt of final grade.

It is Jamaica Theological Seminary's policy that all final examination material (student scripts) relating to assessment and contributing to a grant of a degree by the Seminary should be kept. These will be held for two (2) semesters after their date. Thereafter a sample may be held for review purposes. However, for accreditation purposes a sample of such scripts should be maintained for at least three (3) years.

GRADING POLICY

Grading Scheme

The following grading scheme is employed by Jamaica Theological Seminary:

A	Distinction in understanding of subject matter. Prompt and thorough preparation of assignments. Outstanding ability manifested in extra reading or projects. Evidence of original thinking. Presents unsolicited projects and materials
B	Superior understanding of subject matter. Prompt and thorough preparation of assignments. Good performance in extra readings or projects.
C	Average or satisfactory in understanding of subject. Prompt and careful preparation of assignments.
F	Failure to achieve understanding. Quality of work poor and inadequate to warrant a passing grade.

Pass re Individual Student Requirements/ Overall Course

In order to receive a passing grade in any one element of a course (e.g. research paper, journal, student presentations or exam) a student must do work equivalent to or better than a grade of 50% or C-. This minimum standard (C-/50%) must be achieved in each segment (i.e. course work and final assessment) for the student to pass the individual course.

Weighting For Coursework and Final Assessment

Jamaica Theological Seminary's policy with respect to the weighting in courses for coursework and final assessment is as follows:

- a. Coursework normally shall be 60% of the overall grade.
- b. Final assessments (including final examinations where held) normally shall be 40% of the final grade.
- c. In specified courses, as identified by the Academic Affairs Committee, assessment may be entirely by coursework. (No more than 30% of the overall credits required for a degree).
- d. Students are expected to pass both coursework and the final assessment in order to pass the course. If they fail either element the student must, in order to gain credit for the course, repeat/re-sit the respective portion at a specified time.
- e. If a student has failed both coursework and final assessment then the student must repeat the entire course the next time it is offered. Such students cannot repeat courses they have failed through *Independent Study*.
- f. Re Final year students: all requirements for individual courses must be met up to, and including, the first semester of their final year.
 - g. If a final year student fails a course in the second semester then:
 1. The student should follow the appeals procedure
 2. If the result remains the same after (g.l) above then the rules re re-sits apply to that student and s/he will have to repeat that element at the next exam cycle or to complete coursework at a time agreed by the CA and certified by the Academic Dean. This student will not be allowed to graduate until all requirements are completed.

Special Consideration for Students Failing a Final Examination/Assessment

Students are expected to pass both coursework and final examination in order to pass an entire course. In instances where students obtain a minimum overall grade of B or 75% in their coursework but fail their final examination, appeals may be made to the AC for consideration re a **possible pass** for the course. Consideration for such a grade can only be granted if the total marks achieved when the tallied grades of both course work and final assessment do not violate the seminary's pass threshold (i.e. a minimum of 50%). This provision relates only to final year students completing fourth year level courses. This provision cannot be applied by a lecturer independent of the AC. A formal application must be made to the committee.

Re-Assessment of Failed Elements of Courses

Jamaica Theological Seminary allows students who may have failed an aspect (either coursework or final examination) of a **core course** to repeat that portion for credit. However, the student may repeat that portion only once. In the event of a repeat failure of that portion the student is to be assigned a grade of FAIL and will have to repeat the entire course at the next cycle. If the course is an elective then while the student may fail a re-sit of the portion failed (and still be accorded a grade of FAIL) the student may do another course in its place if necessary to complete the minimum for the degree.

Re-sits also apply to the courses sponsored by the Joint Board of Teacher Education. These are scheduled by that agency and their calendar will be published as available.

PLAGIARISM

According to dictionary.com, Plagiarism is “an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author's work as one's own, as by not crediting the original author...”
(<http://dictionary.reference.com/browse/plagiarism>)

Plagiarism is tantamount to stealing someone else's idea, and in the days of copyrights can be a very costly crime. Academic institutions will not tolerate instances of plagiarism, and JTS is no different. Therefore, if a student is suspected of plagiarism or admits to such, the following steps will be taken:

1. The faculty member will meet with the student to discuss the situation. If plagiarism is determined, the faculty member will then inform the Academic Office by filling out the “plagiarism discovery form” and submitting it to the Dean's office. The incident is then recorded on the school's “Student Plagiarism Database,” to determine whether or not this is the first infraction of the student, and what action is appropriate.
2. Once plagiarism has been confirmed and the incident recorded, penalties will follow as stipulated below:
 - a. For a first offence, the student will be asked to redo the paper/assignment making the necessary corrections. The paper/assignment will then be scored with no more than the minimum passing grade.
 - b. A second offence will attract a total failure of the course and suspension from school for at least one semester.
 - c. A third infraction of plagiarism will result in the student's expulsion from the institution.
3. At all stages of the process the student is to be warned in writing by the Academic Office of what stage of the process s/he is at, the sanctions applicable and possible increased sanctions if the offense is repeated.
 - a. Students may exercise their right to appeal by making such appeal in writing, to the Academic Affairs Committee, no later than fourteen (14) days after being informed of the decision regarding their plagiarism. If such does not provide a satisfactory outcome to the students they may appeal the decision to a higher authority, namely Academic Dean and then President for a final decision.

Faculty should have placed on their course outlines a specific statement regarding academic honesty and plagiarism. The following is recommended:

Academic Integrity: *It is imperative to practice and maintain academic integrity. Thus, all students **must** meet the Institution's academic conduct standards. All acts of academic misconduct, including cheating, plagiarism, misrepresentation, and facilitating academic dishonesty will be referred to the Academic Office for review and appropriate actions.*

In this class, students who violate academic conduct standards will receive failing grades. For information on these standards, please see the Student Handbook.

Format: All assignments must be presented in a professional manner, utilizing approved academic guides for formatting (APA or Turabian 7th Edition)

Grade Point Average (GP A) and Percentage Range

Letter Grade	GPA	Percentage Range
A	4.0 points per semester hour	88 -100
A-	3.7 points per semester hour	84 - 87
B+	3.3 points per semester hour	80 - 83
B	3.0 points per semester hour	75 - 79
B-	2.7 points per semester hour	70 - 74
C+	2.3 points per semester hour	64 - 69
C	2.0 points per semester hour	57 - 63
C-	1.7 points per semester hour	50 – 56
F	0 points per semester hour	0 - 49

FEEDBACK TO STUDENTS ON PERFORMANCE

Departments should endeavour to make outline solutions freely available to students and to ensure that departmental standards are carefully defined and articulated. Departments are to ensure that lecturers provide general feedback to students on their performance in the completion of items of coursework. Each course work returned to students must be accompanied by a *Grade Sheet* /breakdown of numerical grade assigned.

Lecturers are encouraged to keep records of the reasons for their grading decisions and are *required* to do so in cases where special considerations have been applied. Departments must state their procedures and practices for return of marks.

DEGREE CLASSIFICATION

Degree classifications include:

- a. First Class honours: GPA of 3.75 - 4.00
- b. Second Class honours (Upper Category): GPA of 3.50 to 3.74
- c. Second Class honours (Lower Category): 3.25 to 3.49
- d. Pass: 2.00 to 3.24

SECTION SIX

LECTURERS' ASSESSMENT PROCEDURES

All students are expected to undertake the assessment requirements outlined in course documentation. Lecturers are not permitted to change assessment requirements after approval by Academic Office without first requesting the same through Heads of Departments/ and the academic office.

Examination Scheduling and Timetabling

Seminary final examinations will be held during a designated period. Absolutely no teaching or make-good classes will be permitted to be held during this period. However, lecturers desirous of scheduling student presentations (for grading), etc during this period should request permission from the Registrar and/or Academic Dean.

Timetable

An examination timetable is issued for the main examination period. This should be published by mid-semester to allow students to notify their employers etc. This timetable is to be made available on notice boards and the school's website.

It is the responsibility of students to check the posted timetables. Students must raise any concerns they have with the appropriate departmental staff.

Special Examination Arrangements/Alternate Assessment

Recommendations for any variation of the standard examinations procedures must be approved by the Assessment Committee.

In the case of special arrangements for individual students, a recommendation by lecturers and/or department heads should be submitted to the AC, supported where appropriate by an expert statement; this might be a statement by a student's medical practitioner, a student counsellor, or other similarly qualified specialist. These procedures also apply to the rescheduling of examinations in individual cases.

Students who are formally diagnosed as dyslexic or with other formally diagnosed learning challenges, and who request extra time in examinations and who have the support of a qualified specialist (through documentation) will normally be permitted up to 25% extra time on the standard time allowed on any examination of up to three hours' duration. Where the standard time allowed for an examination is greater than three hours, extra time will normally be limited to 45 minutes (25% of three hours). Extra time will not normally be permitted for open papers extending over more than one day.

The recommendation (for such special provisions) to the Assessment Committee should be submitted and supported by an expert statement. Where it is considered that an exceptional case exists for time beyond these limits, departments must make a specific recommendation for each

paper based on quantitative assessments of the amount and intensity of reading and writing involved in the particular paper, together with various contributing factors (e.g. the candidate's writing speed), and demonstrating compatibility with the learning outcomes being assessed. Departments may wish to consider other special arrangements that may be appropriate for individual dyslexic students as an alternative to extra time.

Deadlines for Assessed Work

Deadlines for assessed work must be published in course outlines made available to all students and explicitly reiterated to them. Late work will be assessed as 0%. Under no circumstances are these deadlines or penalties to be waived unless an appeal is made to the Academic Affairs Committee wherein a decision will be made and communicated to the lecturer and student. Ordinarily, *there will be no exceptions* to this policy.

Notification of Results

Students who have failed either coursework or the final examination should be granted an opportunity to make good. As such they should be notified at least four weeks before the date of re-sit period that they will need to pass a re-sit examination or to re-do their coursework in order to make good any outstanding course. If a student fails to make good the course at this second opportunity a grade of **FAIL** must be recorded for the course (and retained on their transcript) and they must repeat the course in its entirety if it is a core course. As stated if the course failed in an elective then another course may be done for credit.

ACADEMIC MISCONDUCT

While the Academic Dean retains overall policy and strategic management, the Registry is the chief examinations department for JTS. This officer ensures compliance with policies re: all aspects of final examinations for the institution. With respect to the final examination period the Registry is to ensure that all necessary arrangements are made for a successful exercise.

Conduct of Assessment Administered at Departmental Level

It is essential that any assessment contributing to a student's degree should be supervised and controlled rigorously. A record should be maintained indicating receipt by the lecturer/department of all essays, reports, projects and similar written work. (The coursework will then be forwarded to the respective lecturers).

Tests, assessed practicum and similar types of assessment should, as far as possible, be held in the same conditions as those for formal final examinations. In particular, attendance should be checked and recorded. There should be adequate invigilation.

FINAL EXAMINATIONS

All courses will involve some form of comprehensive evaluation; final examinations are an integral part of this procedure in many cases. For every course requiring a final examination, the day and hour scheduled for this purpose must be stated, and the examination must be limited to that specified period of time.

The final examination period is part of the regular academic programme and must be incorporated into each instructor's course plan for the semester. Final examinations are not the only legitimate type of terminating activity, and therefore, the instructor may propose an appropriate activity that conforms to institutional policies and course objectives. However, all courses will have specified final assessment processes.

It is the policy of JTS that no comprehensive final exam may be given during the last week of classes. If a comprehensive final exam is scheduled, it must be given during the time period designated by the Registry.

The terminating activity shall take place only at the time and location assigned by the Registry. Once the final examination has been set changes and absences must be approved by the Academic Dean.

Collaboration, Security and Submission of Final Exams

Where there are multiple sections of one course in one semester, it is expected that all students sit the same final examination. As such, lecturers teaching the different sections of the same course are expected to collaborate in the setting of the final exam, in keeping with the learning outcomes of the specific course. Additionally, collaboration between lecturers teaching multiple sections of one course is necessary before the course begins, and should continue towards the setting and submission of the final examination.

It is expected that lecturers treat with final examinations with the strictest confidentiality as a means of guarding the academic integrity of the examination and the institution. Special care must be taken in the storage and submission of final examination scripts to the academic office, no later than the seventh week of the semester. Lecturers, in the first place, as well as the institution, must put measures in place to safeguard the security of examination scripts. At the time of submission of the final examination, the lecturer is also required to submit a copy of the Supplemental Examination, which will be done by students who have missed the Final Examination for legitimate reasons.

Submitted final (and Supplemental) examinations will be vetted by the Assessment Committee, and then the academic office will see to their final publishing and safe delivery to the Registry, which handles the staging and conduct of the examinations.

The Use of Dictionaries and/or Bibles

Lecturers may permit the use of Bibles and/or Dictionaries in final examinations, in keeping with departmental policies on the issue. As such lecturers should keep in mind that departments determine their own policies on this issue, thus they should bear in mind the following points:

- Students permitted to use dictionaries should not thereby be given advantage over other candidates.
- The use of dictionaries should only be permitted for those students whose first language is not English.
- Dictionaries and/or Bibles should be in the style of a book; electronic Bibles and dictionaries are not permitted. Dictionaries and/or Bibles should be of a non-technical (i.e.

- basic, non-reference) kind.
- Dictionaries and/ or Bibles should be vetted by invigilators before each examination and any risk of cheating eliminated.

Appeals

Students may appeal a final grade for a course, at a cost to the student (refundable upon successful appeal), to be determined by the Accounts Department. They should do this formally in writing and within two weeks of receiving the official JTS grade report with the relevant course grades. The appeal may be with respect to the overall assessment of the student requirements or with respect to one aspect of the course.

The appeals should be made in writing to the head of department in which the course and lecturer fall. The head of department should review the matters raised in association with the lecturer and arrange a resolution of the case. If this first stage does not work then the matter may be taken to the AC for full discussion and a decision. If the student is still not satisfied with the outcome the case may be taken to the Academic Dean for final arbitration. All parties concerned and the Academic Affairs Committee must be informed of the decision arrived at.

Syllabi/Course Outlines

Each lecturer at JTS is expected to prepare and submit syllabi/course outlines for the courses s/he teach/es. In the event where there are multiple lecturers for any one course during a specified semester, those lecturers are expected to submit to the academic office a course outline/syllabus agreed upon by all lecturers in the course.

All course syllabi/outlines at JTS should follow the guidelines stipulated below:

JAMAICA THEOLOGICAL SEMINARY

Course Title _____
 Term, Year: _____
 Lecturer: _____
 Credit Hour: _____
 Lecturer contact: _____

- I. COURSE DESCRIPTION
- II. COURSE OBJECTIVES
- III. COURSE TEXT
- IV. COURSE REQUIREMENTS
- V. COURSE GRADING
- VI. COURSE OUTLINE
- VII. COURSE BIBLIOGRAPHY

A sample Course Outline follows:

**JAMAICA THEOLOGICAL SEMINARY
COURSE SYLLABUS**

Date: Semester 2
Course Title: Religious Education Methodology
Credits: 3 Term Credit Hours
Instructor:

I. COURSE DESCRIPTION

A study of the development of aims and objectives of religion in schools. Attention is given to methods of teaching religion as they relate to proven principles of learning.

II. COURSE OBJECTIVES

A. General Objective: The student will be able to function as an effective religious education teacher in a formal school setting.

B. Specific Objectives:

1. COGNITIVE DOMAIN

A. The student will be able to analyze the various objectives of religious education and then evaluate these objectives.

B. The student will be able to discover the various styles of teaching necessary for the classroom.

C. The student will comprehend the various learning theories as they are implemented in teaching.

2. AFFECTIVE DOMAIN

A. The student will appreciate the various methods of teaching available for classroom use.

B. The student will make a commitment to a philosophy of religious education that will be consistent with his or her world view.

3. SKILLS DOMAIN

A. The student will be able to plan and execute daily, weekly and unit lesson plans.

B. The student will teach an RE lesson to a specific age grade of students.

III. COURSE TEXT

There is no set text for this class. Participants are required to use topics in course outline as a guide

to reading and note-taking. Reading should precede each class discussion.

IV. COURSE ASSIGNMENTS AND GRADING

Course participants are expected to complete the following requirements:

- | | |
|----------------------------|-----------|
| 1. One Semester Paper | 30 points |
| 2. One Teaching Assignment | 20 points |
| 3. Mid Semester Quiz | 10 points |
| 4. Final Exam | 40 points |

1. SEMESTER PAPER

Each participant will write a position paper on his or her own philosophy of religious education. This paper should include a definition of religious education, rationale for teaching religious education in Caribbean schools, a brief description of basic methods of teaching religious education and an explanation of which method(s) best fit(s) the philosophy with which the participant most identifies. **REQUIRED STYLE TURABIAN FIFTH EDITION.**

2. TEACHING ASSIGNMENT

By the end of the term, each course participant will teach an RE Lesson to the class. This lesson will be no more than 20 minutes. The lesson presentation must reflect clear objectives, content, application. Prior to the class presentation, each student must submit the lesson outline to the instructor. Lesson Plan 25 points, Practice Teaching 25 points.

3. THE EXAMS

The two exams (quiz + exam) will be based on the course readings, and classroom discussions prior to the date of each exam.

V. COURSE GRADING SYSTEM

A	100 – 88	A-	87 – 84		
B+	83 – 80	B	79 – 75	B-	74 – 70
C+	69 – 67	C	66 - 60	C-	59 - 50
F	49 - 0				

VI. COURSE OUTLINE

1. **What is Religion:** Dubitsky, Holm ch. 2, O'Gorman, Snelling
2. **Religious Education in Schools:** Dahlin, Grimmit ch 1,3, Holm, ch.4, Goldman ch. 1
3. **Religious Education and Multiculturalism:** Mohammed, Nolan
4. **Meaning of Religious Education:** Goldman ch.5, Taylor ch. 6

5. **Learning Theories I:** Bigge chapters 1-3, Loder in Taylor ch.5
6. **Learning Theories II:** Farrant, Part 3; Mouly pp 25-44
7. **Developmental psychology and religious education:** Fortosis, Enger, Yeatts, Rutter
8. **Teaching religious education:** Goldman chapters 6-10; Grimmit chapters 4-6.
9. **Teaching religious education:** Holms ch 10-16; Richards ch 16-24
10. **Methodology for Religious Education:** Gangel, Grimmit ch. 8, Holm, Walters
11. **Planning the RE Lesson:** Grimmit ch 7, Holm ch. 18 ff. Mager
12. **The Religious Education Teacher:** Dubitsky, Elias, Warshaw
13. **Caribbean Examinations Council Religious Education Syllabus**
14. **Practice teaching and evaluation.**

VII. COURSE BIBLIOGRAPHY

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Academic Integrity: *It is imperative to practice and maintain academic integrity. Thus, all students **must** meet the Institution's academic conduct standards. All acts of academic misconduct, including cheating, plagiarism, misrepresentation, and facilitating academic dishonesty will be referred to the Academic Office for review and appropriate actions.*

In this class, students who violate academic conduct standards will receive failing grades. For information on these standards, please see the Student Handbook.

Format: *All assignments must be presented in a professional manner, utilizing approved academic guides for formatting (APA or Turabian 7th Edition)*

SECTION SEVEN

THE GRADE APPEAL PPROCESS AND INFORMED CONSENT

Basic Expectations regarding Grading Policies are that:

1. Course policies, procedures and requirements should be communicated at the beginning of the term (including late work policy and plagiarism clause).
2. Explanation, clarification and discussion of the material in the syllabus be done at the beginning of the course.
3. Faculty should not alter or introduce policies, requirements, etc. after the close of registration.
4. Faculty should identify several criteria for measuring achievements.
5. Faculty should state objectives in terms and description which will permit objective evaluation of students' achievements.
6. Faculty should endeavour to quantify grades.

Principles governing a Course with a Single Professor or Team-Taught

Grade appeals or changes are allowable on matters of fact but not on matters of judgment. (Examples of fact: whether grading was calculated on basis announced in class and/or described in syllabus; was made relatively clear and was accurately calculated, etc.)

The faculty member assigning the grade shall have final jurisdiction over the grade.

Appeal Procedures

1. The student who desires to appeal a grade should talk first with the professor involved. If the professor is satisfied the issue is one of fact, he/she may change the grade. Even without a student appeal, a faculty member may change a grade in which the issue is one of fact.
2. If the student and professor do not agree whether the issue is one of fact or judgment, the student will consult with the Academic Dean in writing. The Academic Dean, on the basis of a conference with the faculty member, will make a preliminary decision regarding whether the matter is one of fact or judgement and will inform the faculty member and the student of his/her decision.
3. If the Academic Dean indicates the issue is one of judgment and the student accepts the decision, the matter may be terminated. Or, if the Academic Dean's preliminary decision is that the issue is one of fact, and the faculty member agrees and acts accordingly, the matter may be terminated.

4. If the student or the faculty member does not agree with the Academic Dean's preliminary decision, the matter may be presented to the Academic Committee for discussion and recommendation. The Committee shall invite the faculty member and the student involved to participate in the discussion. If the Academic Committee decides the issue is one of fact, it shall make a recommendation to the faculty member regarding the resolution of the issue. The Academic Committee shall be the final academic body for appeals.

INFORMED CONSENT POLICY

A student gives written permission on the appropriate consent form and acknowledges by that action that faculty members for teaching and/or research purposes may use the student's written assignment or projects in JTS courses. Such use might consist of, but is not limited to, inclusion of the student's work, in whole or in part, in research studies which are published, either in print or electronic media, for an academic audience, or distribution to other classes, again either in print or electronically, for use in class discussion or as models to illustrate possible approaches to course topics. When producing student work, JTS will preserve the student's anonymity.

Guidelines on Preparing an Informed Consent

An informed consent should include the following information:

1. A description of the research project and the expected duration.
2. Information regarding the conditions of the subject's participation in the study.
3. A description of the proposed research procedures
4. A statement concerning

SECTION EIGHT

STUDENT DISCIPLINE

Introduction

Matters of a general, disciplinary nature regarding students are usually handled by the Department of Enrollment and Students' Affairs (DEAS). However, from time to time, the lecturer herself /himself may have reason to refer disciplinary matters related to the student in class, for instance academic dishonesty, tardiness, insolence, etc. The following presents guidelines for the lecturer to follow in such instances.

1. Academic Discipline

All matters of student discipline are to be referred to a higher body to ensure transparency, fairness and documentation. Academic disciplinary matters, such as academic dishonesty or plagiarism are to be referred to the Academic Office for the beginning of the academic disciplinary process. In such cases the student meets with the Dean and a formal system of warnings begun, which may end in the student's expulsion from the institution after three warnings. Throughout the process, clear records of steps and actions taken are preserved.

2. Tardiness and Absence

Should students display high levels of absence and tardiness the lecturer is within his/her right to activate the institution's policy on these matters. Each student is allowed one unexcused absence per credit hour for each course s/he sits. Therefore, for a three (3) credit course the student is allowed to miss three hours of class without an excuse. Should the student be absent beyond the allowable limit, without a valid excuse, the lecturer is within his or her right to dock the student's grade, remove privileges s/he might have gained as a part of the class, or if the absences have affected the student's ability to successfully complete the course, recommend to the Academic Office, his/her removal from the class. In all instances the reason for the action taken must be clearly stated in writing, on the grade sheet for matters of the docking of grades and to the Academic Office on matters of recommendation for a student's withdrawal.

3. Insolence and Behavioural Challenges

Should a lecturer encounter matters of students' insolence or other behavioural challenges, s/he should refer the matter to the DEAS. In such cases the DEAS might choose to consult with the Academic Office as to the way forward, or might refer the student to the Campus Counsellor. Lecturers may recommend that the offending student not be allowed back in class until sufficient closure has been brought to the matter, but in no case is the lecturer allowed to bar a student from class without the permission or approval of the DEAS and/or the Academic Office.

SECTION NINE

FACULTY MEETINGS

All members of faculty (Full and Part Time) are reminded that attendance at Faculty Meetings is not optional and as such are expected to be in attendance at all these meetings. Faculty Meetings are essential for discussing, deciding and disseminating of academic policy matters as they relate to both faculty and students. These meetings also assist in creating a workable team atmosphere and a culture of academic excellence in the institution. Attendance of faculty members is taken and recorded for all faculty meetings; should a member find it impossible to attend a specific meeting, s/he should communicate (as best as s/he can) the same with the academic office a minimum of three hours prior to the start of the meeting. The frequency and types of faculty meetings are set out below:

Faculty Retreats

The first meeting of the Teaching Staff in the academic year is the Retreat held in August, approximately one week before the opening of the school year. The purpose of this retreat is for business, instruction, and inspiration.

Regular Faculty Meetings

Regular meetings of the Faculty are held at least twice each semester for the purpose of interaction and decision-making in regard to policies and programmes relevant to teaching responsibilities and student academic and spiritual life.

Departmental Faculty Meetings

From time to time, usually at least once per semester, an academic department will stage its own faculty meeting. The lecturers in the departments calling the meetings will be expected to attend, and contribute to discussions and recommendations for the improvement of the academic quality/integrity of a programme/course in the department.

Special Faculty Meetings

Special meetings of the faculty may be called by the Administration if the need arises.

SECTION TEN

SUPPLIES AND ASSISTANCE

Textbooks

Textbooks should be chosen, if possible, at least one full semester in advance, so that supplies can be obtained. Each lecturer should work with the Academic Dean in obtaining adequate supplies for his or her class. The lecturer will borrow a copy of the course text from the Zenas Gerig Library (ZGL) for the semester. That copy must be returned to ZGL at the end of the semester.

Duplication of Syllabus, Exams

Course outlines/syllabi must be uploaded to the student management system for student access, and as such will not be duplicated for students. However, the Office of the Academic Dean will provide photocopies of exams for each course per semester.

Handouts

Handouts are to be uploaded to the students' management system to be readily available to students. If students desire to make photocopies of handouts they may do so privately at their own expense.

Secretarial Assistance

Office secretarial help may be available from time to time to assist with the typing of examinations, through the office of the Academic Dean. Materials, however, must be given to the office well in advance of the date needed.

Stationery Supplies

Necessary stationery supplies for use in connection with the course taught are available from the Office of the Registrar.