

# Southern Reformed Seminary

## Faculty Handbook



***SEMPER REFORMANDA***

| 2023-2024 |  
[www.srsem.net](http://www.srsem.net)





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## FOREWORD

The scope and purpose of this Handbook does not require the publication of an inclusive list of rules, regulations, or grounds for disciplinary action. However, faculty members are expected to conform to the general standards of conduct to be considered productive public servants.

### **Trustee Governance**

As part of their governance role, the Board of Trustees of Southern Reformed College and Seminary must approve any substantive changes to this Handbook.

### **Implementation of Policies**

Implementation of these policies is the responsibility of the President and the Administration. Any decision of the President shall be final with respect to questions that may arise relating to either interpretation or administration of these policies. Policies may be changed or terminated at any time by the Board of Trustees and no claim shall arise against Southern Reformed from any such action. When policies herein are revised or rescinded, all personnel will be notified. Southern Reformed College and Seminary will hereafter be referred to as Southern Reformed.

### **Purpose of This Handbook**

The purpose of this handbook is to formalize the policies and procedures of the organization and to eliminate inequity and uncertainty. Its objective is to inform faculty of current policies and procedures that govern their relationship to Southern Reformed and to one another. Annually each faculty member shall be given a current copy of the handbook.

**Unstated Policies**

The absence of any statement regarding school policy does not imply consent or approval of any unstated activity. Any faculty member having a question regarding the policies of the school may submit a written request to the CAO and normally expect an answer within five working days.

## PREFACE

### HISTORY

A group of men, led by the late Rev. Dr. Stephan Y. Lee, saw a need within the Houston Korean-American community for further training in ministry through higher education and felt directed by God to fill it. Thus, Southern Reformed Theological College and Seminary was birthed (name shortened in 2016).

The first academic year began in the fall of 2008 in an aging, out of the way facility (10067 Timberoak Drive) with a small group of eager students and a handful of excited instructors. Classes were held there until the unexpected happened. Through the miraculous hand of God and a large, unsolicited gift from an extremely generous donor, the school was able to purchase a small shopping center near the convergence of three major freeways for its present Northwest Houston location (4740 Dacoma Street).

Houston's vast Spanish-speaking population gave impetus to enlarge the school's vision of not only being multi-denominational serving just the Korean community, but to enlarge its scope into being a multi-ethnic and multi-lingual institution of higher Biblical education. Classes taught in Spanish began in the spring of 2013 and the Commencement of 2016 celebrated the first Spanish-speaking graduate.

Realizing the need for accreditation by a government recognized national agency, Southern Reformed submitted an application to the Association of Biblical Higher Education. In February 2014, Applicant Status was granted. We have achieved the Candidate Status in February 2019.

To continue with the mission to provide theological education to the underserved in the community, the Urban Program was launched in the fall of 2017 with a handful of English-speaking students. It is expected that the English program will provide the needed foundation for the international student program in the near future.

Over the ensuing years, Southern Reformed has been served by three (3) presidents: Four years by founding president, Dr. Samuel (Sung Moon) Kim (2008-2012), Dr. Terrance (Terry) Curtis (2012-2016), and Dr. James A. Lee since August 2016.

It appears that Southern Reformed is well on its way in fulfilling its original dream of becoming a strong ministry training center so as to “spread the Gospel of Jesus Christ through our graduates by preparing them to fulfill the Great Commission and to reproduce the next generation of Christians.”

## DECLARATION

### Mission

As an evangelical Christian institution, Southern Reformed College and Seminary exist for the express purpose, through biblical higher education, to train men and woman of varied ethnic origins for spiritual development and effective ministry in today's complex society of diverse cultures.

### Vision

Our vision is to become a strong, vibrant ministry training center, pulsating within a multi-ethnic, multi-denominational and multi-lingual atmosphere, with a passionate desire to proclaim Christ's Kingdom throughout the nation and beyond.

### CORE VALUES

The following core values serve as guiding principles in the fulfillment of our mission to train men and women for Christian leadership and ministry.

1. Gospel-Driven: We value the core message of Jesus Christ, that is, the good news of proclaiming freedom for the prisoners, recovery of sight for the blind, and the freedom for the oppressed both

spiritually and physically. Our goal, therefore, is to prepare the future leaders to act justly and to love mercy and to walk humbly with your God.  
(Luke 4:18; Micah 6:8)

2. City-Positive – We value serving the city with appropriate contextualization by providing relevant messages and methods that are catered to the needs in the urban context. Therefore, our goal is to come along side of the ministries in the city by equipping the people of God with tools that the community themselves initiated.  
(Jeremiah 29:7; Philippians 2;5-8)

3. Unity in Biblical Diversity – We value multicultural, multiethnic, and multilingual diversity of the city by promoting in our academia unity in Christ while celebrating the multiple ways in which the truth of the Word of God may be

expressed in various local context.  
(Deuteronomy  
6:4; Revelation 7:9)

## INSTITUTIONAL GOALS

To fulfill its mission, Southern Reformed  
College and  
Seminary is committed to the following goals:

- Biblical Fundamentals - Create in students the recognition of the authority of Scripture and provide them foundational knowledge of the Bible.
- Spiritual Formation - Enhance spiritual development of an integrative spiritual life through the spiritual disciplines and personal prayer life.
- Vocational Fitness - Equip students with the basic knowledge, skills, and attitudes for vocational success, both within and outside the church setting.



- Academic Fortitude - Cultivate within students a lifelong spirit of inquiry and reflective discernment in the quest for knowledge and truth.
- Character Fruition - Increase students' biblical knowledge of moral and ethical standards and encourage a biblical lifestyle.

## DENOMINATIONAL AFFILIATION

Southern Reformed is not affiliated with any denomination. From its very conception, Southern Reformed has identified itself as an evangelical, multi-denominational, independent institution of higher education. While many of our founders embraced a reformed theological position, we openly embrace and seek to serve the wider Christian community within its various denominational expressions of evangelical faith.

We are dedicated to the training of men and women for Christian leadership whether it be in a preaching or teaching setting and is focused generally within a congregational setting for service both nationally and abroad and through a practical knowledge of the Word of God, the equipping for effectively and intelligently presenting the gospel of Christ in various cultural venues.

## ACCREDITATION

Southern Reformed College and Seminary holds the Candidate Status with the Association for Biblical Higher Education Commission on Accreditation, 5850 T. G. Lee Blvd., Ste. 130, Orlando, FL 32822, (407) 207-0808. The ABHE is one of the four national faith-related accrediting organizations for religious schools and seminaries that are recognized by the United States Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA).

## INSTITUTIONAL POLICIES

### Campus Gun Policy

The safety and well-being of our students are of utmost importance at Southern Reformed college and Seminary. After consultation with the administrative staff, faculty and student advisory senate, the Board of Trustees at their December 2016 meeting voted, in accordance the state law that permits private institutions of higher learning to opt out of the Texas campus carry law, to be a weapon-free institution and thereby prohibit all firearms from the campus grounds, buildings and related school activities.

### Drug, Alcohol, Smoking Free Campus

In accordance to the Drug Free Schools and Communities Act of 1989 (Public Law 101-226, Section 22) Southern Reformed is in compliance with Government Code Section 8355 in declaring all of its facilities as Drug, Alcohol and Smoke free.

Any student, faculty, employee or visitor who is found under the influence of illicit drugs or alcohol while on Southern Reformed property, or who is in unlawful possession of, using, or distributing an illicit drug, alcohol or smoking on such property or as part of any of its activities, will be expelled immediately from the facility campus and must appeal, in writing to the President for reinstatement.

Southern Reformed is committed to observe all City of Houston, State of Texas, and United States federal laws

and sanctions for the unlawful possession or distribution of illicit drugs and alcohol. If there is a violation of any applicable policy or sanction, law enforcement authorities may be called for the appropriate action. Charges resulting from violation of local, state, and federal laws could range from misdemeanor punishment to felony charges; this could result in fines or confinement in jail.

### **Non-discrimination Policy**

Based on the historic commitment to Biblical principle (“There is neither Jew nor Greek, slave nor free, male, nor female...” Galatians 3:28), Southern Reformed College and Seminary is a nondiscriminatory institution in all policies, programs and practices. Southern Reformed College and Seminary freely admits students of any race, color, and national or ethnic origin and grants all the rights, privileges, programs and activities generally made available to all other students of the institution. It does not discriminate on the basis of gender, race, physical handicap, national or ethnic origin in administration of educational programs, admissions, employment practices, athletics, or other activities and actively seeks to fulfill federal, state, and local laws and regulations in all its practices and facilities.

Further, the use of sexist, religious, or racial epithets or any other derogatory statement or conduct based upon a person’s race, national origin, religion, age, sex, handicap, or veteran status will not be tolerated. All faculty members,

staff, and students are entitled to equal treatment, respect, and dignity.

## Security Policy

Southern Reformed College and Seminary will make reasonable efforts to provide a safe and healthy educational and working environment for all employees, students and others who may utilize the school's facilities and grounds. All staff will implement safety policies and procedures that promote an injury free environment.

Anyone engaged in related activities must exercise personal responsibility and care to prevent injury and illness to themselves and others who may be affected by their acts or omissions. No person shall intentionally interfere with or misuse anything provided by Southern Reformed College and Seminary in the interests of health and safety.

In compliance with the Clery Act, Southern Reformed College and Seminary, upon participating in federal financial aid programs, will be required to distribute to all students, employees, and applicants two types of information: 1) a description of policies related to campus security and 2) campus crime statistics.

Victims or witnesses of crime may report the incident to any of the school's administration or faculty. They may file a confidential report and receive counseling and if needed, medical treatment. They may also contact the local police and pursue prosecution through the law enforcement

agencies. They also have the right to refuse any of these options. Anyone who reports violations of the Clery Act is protected from retaliation, threats, or discrimination by any employee of the school.

## **Sexual Conduct**

Title VII of the Civil Rights Act of 1964, as amended, and the federal regulations adopted under that act, prohibit sexual harassment in the employment setting. Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex, including sexual harassment, in any educational programs and activities of educational institutions that receive federal funding. Students and employees are covered by Title IX.

Southern Reformed affirms that all persons, male and female, are created in the image of God, and therefore deserve to be treated with respect, honor and love. Jesus Christ provides the supreme model for Christian relationships, treating others with love and purity. Sexuality is a good gift of God that enhances the whole of life, yet Scripture expressly limits the expression of sexual intimacy to heterosexual, monogamous marriage. Violation of marriage vows by unfaithfulness or unbiblical divorce displeases God and damages others. Sexual intimacy outside marriage violates God's standards, as may words, attitudes, and thoughts (e.g., pornography); therefore, Sexual harassment is sin, and one that is viewed in society as discrimination prohibited by federal law. These offenses will be viewed as serious and will be subject to appropriate disciplinary and other measures.

Sexual misconduct or harassment allegations will be treated as any other allegation of serious misconduct. Complaints will be investigated immediately and thoroughly. If it is determined that sexual misconduct or harassment has occurred, prompt and appropriate disciplinary action will be taken, up to and including termination (of an employee) and/or expulsion (of a student). The Seminary will not retaliate or permit retaliation (including termination of employment) for bringing an allegation of sexual harassment or misconduct in good faith (i.e., not frivolously, maliciously, or with vengeful intent).

### Definitions

Sexual misconduct includes any violation of scriptural standards for sexual behavior, whether single or married. Examples include, but are not limited to:

1. Physical sexual activity with and/or deep emotional attachment to a person other than one's legitimate spouse.
2. Intimate sexual activity by unmarried persons.
3. Sexual abuse of children.
4. Unbiblical separation or divorce and/or remarriage.
5. Collection, viewing, or use of pornography.
6. Homosexual sexual activity.
7. Sexual harassment.

Sexual harassment includes any form of unwelcome or nonconsensual sexual advance, request for sexual favors, or other verbal or physical contact of a sexual nature, when:

(1) submission to such conduct is made explicitly or implicitly a condition of employment or academic standing;

(2) submission to or rejection of such conduct is used as the basis for employment decisions or for academic evaluation, grades, or advancement; or

(3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working or learning environment. It may include, but is not limited to:

1. Jokes, comments, verbal "kidding," or abuse that is sexually oriented.
2. Suggestive, inappropriate, or graphic comments about a person's body, appearance, or actions.
3. Sexually suggestive gestures or actions, including physical actions such as patting, pinching, constant brushing against another's body, or blocking another's movement.
4. Subtle pressure for sexual activity or demands for sexual favors, whether or not accompanied by promise of reward or threat of punishment.
5. Sexual assault and/or rape.
6. Unwanted or inappropriate physical touching that makes the person uncomfortable.
7. Condoning any of the above.



Sexual assault is defined as harmful or threatening behavior manifested in the form of physical contact and non-physical behavior (verbal threats, intimidations, and/or indecent exposure.)

Rape occurs when a person engages in non-consensual sexual intercourse caused by physical force, threat or coercion, implied or actual. Non-consensual sexual intercourse happens when someone says “no” or is unable to consent to sexual intercourse because he/she is mentally incapacitated, physically helpless due to drug, alcohol consumption, unconscious or asleep.

Acquaintance rape occurs in situations where parties know one another and one known individual forces the other to enter into sexual activity despite objections or reservations.

## GENERAL ITEMS

### Change of Personal Information

If a faculty member changes his or her address, telephone number or name, the Chief Academic Officer (CAO) should be notified immediately. Every employee of Southern Reformed is required to give a phone number at which he or she can be reached.

### Confidential Matters

In compliance with the Family Educational Rights and Privacy Act (FERPA), Southern Reformed faculty will keep all student information confidential, except to the extent that FERPA authorizes disclosure without consent.

### Disciplinary Policy

Faculty members who do not respond to the positive approach of the performance evaluation program or who willfully violate Southern Reformed rules may be subject to disciplinary action by the CAO. The purpose of such discipline is to improve performance, efficiency, and morale. The disciplinary measures (in ascending order of severity) are:

**Verbal Reprimand:** A verbal reprimand is a warning that a faculty member has violated a regulation or has been negligent in some aspect of work performance. Verbal reprimands shall be made in a constructive way so the faculty member is aware of the offense and the consequences for repeating the offense. There should be an avoidance of issuing a verbal reprimand in the presence of

the faculty member's co-workers. Although the reprimand itself is verbal, the CAO and supervising Dean shall maintain a brief written record of the action.

**Written Reprimand:** This action is a written warning to a faculty member who has failed to respond appropriately to a verbal reprimand or who has committed an offense requiring more severe action than a verbal reprimand. A copy of the written reprimand shall be given to the faculty member and another copy shall be retained in the faculty member's personnel file.

**Dismissal:** A faculty member may be terminated from employment with Southern Reformed when other disciplinary actions have proven ineffective or when the seriousness of any individual offense requires such action. Every dismissal of a faculty member must be approved, in advance, by the President. A written report of a dismissal shall be prepared by the CAO and maintained permanently in the faculty member's personnel file. An individual who has been dismissed from employment with Southern Reformed as a disciplinary action may file a formal grievance with the President. This type of grievance must be filed within 30 days from the date of termination. See Faculty Grievances and Appeals in the Faculty Rights section for additional procedural instructions.

### **Elimination or Reduction in Work Force**

Southern Reformed at times need to reduce its workforce and therefore may eliminate administration and staff

positions. Competition for retention is limited to faculty members holding similar positions, and selection will be based first on performance and secondly, if necessary, seniority of service.

### **Email as Official Means of Communication**

Reliable, timely communication is essential to success, and Southern Reformed has the right to expect faculty members to do their best to keep two-way lines of communication open and functioning well. Therefore, the official form of communication between Southern Reformed and its faculty, including adjuncts, will be email. Regular reading of and timely response to Southern Reformed emails will be expected. Failure to comply may adversely affect employment relationships with the school.

### **Equal Employment Opportunity**

Southern Reformed provides equal opportunity to all faculty members in such areas as hiring, placement, transfers, promotions, termination, working conditions, disciplinary measures, and compensation. All decisions regarding these activities will be made without discrimination on grounds of race, color, religion, sex, age, national origin, physical handicap, political affiliation, or other factors that cannot lawfully be used as the basis of employment (Fair Labor Standards Act).

### **Facility Keys**

All keys to SOUTHERN REFORMED facilities are to be obtained through the Chief Operations Officer (COO). Under no circumstances are faculty members to make

copies of keys. Transfer of keys from one person to another must be made through the COO office so as to keep records in order. Keys are a trust that each person should carefully guarded. The security of Southern Reformed building, property, equipment, and records depends on strict control of keys. A lockbox containing various room keys is located near the main entrance of the facility. The code to this box may be secured from the COO.

### **Financial Exigency**

Financial exigency is declared by the Board of Trustees and is understood to mean an urgent need to reorder the nature and magnitude of the institution's financial obligations in such a way as to restore or preserve the institution's financial stability. In all cases of termination of appointment because of financial exigency, the position of the terminated faculty member will not be filled until financial exigency is lifted by Board of Trustees.

### **Jury Duty**

A faculty member called for jury duty will normally be given time off without penalty.

### **Photocopying and Copyright Restrictions**

An instructor may copy limited materials for in-class use (1 copy per student) per class session or for personal use in scholarship research. The following is the actual text the U.S. Copyright Office has authorized for institutional use and is posted in the library and copy room.

*The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be “used for any purpose other than private study, scholarship, or research.” If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of “fair use,” that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.*

## **Purchases**

All purchases relating to Southern Reformed are to be approved in advance by the President and, if required, a Purchase Order number must be obtained. Purchases or charges made without prior authorization will be the responsibility of the individual making them.

## **Resignations**

A faculty member who resigns shall be terminated in good standing if reasonable notice to the CAO or respective Dean is given and if other circumstances of termination are such as to justify good standing. A resignation letter must be written, stating the effective date and reasons for leaving at least two (2) weeks before leaving. This is a courtesy so that there will time to find a replacement to fill the vacancy.

Faculty Members with specific contract obligations are expected to fulfill all contractual obligations.

### **Student / Faculty Relationships**

Relationships, between students and their teachers, advisors, and others holding positions of authority over them, should be conducted in a manner that avoids potential conflicts of interest, exploitation, or personal bias. Given the inherent power differential, the possibility of intentional or unintentional abuse of that power should always be borne in mind. For example, a conflict of interest arises when an individual evaluates the work or performance of a person with whom he or she is engaged in a romantic or sexual relationship.

Romantic or sexual relationships between students and persons in positions of authority compromise the relationship between students and the seminary. No faculty or staff member should be romantically or sexually involved with a current SRCS student.

In the case of a student complaint of sexual harassment or inappropriate relational contact with an employee, the follow steps will be taken:

The appropriate Dean, President, or a designated representative will investigate the incident, including meeting with the student and other involved party or parties. If the incident can be resolved to the satisfaction of all parties, the incident will be considered concluded.

If the incident is not resolved, a sexual harassment grievance committee will be convened to investigate and recommend a satisfactory solution. The committee, appointed by the President, should include at least one member from the following groups:

- Board of Trustees
- Administration
- Faculty
- Student Body

The committee will gather all necessary evidence and make one of the following recommendations.

- Dismissal of charge because of insufficient evidence.
- Recommendation of disciplinary action against the accused, which may include dismissal, a period of probation, or official reprimand, following the general guidelines for disciplinary actions in this manual. In an extreme situation, the committee may recommend legal action by the complainant.

Either party may appeal the decision of the committee to the Board of Trustees. The Board of Trustees may choose the course of action that they deem appropriate. The decision of the Board of Trustees will be final.



## FACULTY EXPECTATIONS

### Attendance and Teaching Responsibilities

All faculty members at Southern Reformed, regardless of rank or status, are expected to provide high quality classroom instruction for our students, as well as academic and spiritual guidance outside of the classroom setting. Therefore, anyone employed to teach classes at Southern Reformed is expected to attend and conduct class sessions in accordance with the Catalog description and the approved calendar for that academic term. If a faculty member must be absent from a scheduled class (or will be late), he or she should contact the CAO or their respective Dean as soon as the issue arises.

In rare cases, an instructor may desire to have visiting experts or lecturers in the classroom. Instructors should receive prior approval for any non-Southern Reformed employee to participate in a class setting, whether through lecture, questions and answers, or presentations. Such approval must be received from the CAO prior to making any such arrangements with outside personnel.

Students enrolled in a three-credit-hour class should receive the equivalent of three “contact hours” (50 minutes equals 1 contact hour) of instruction per week (45 total per semester). In courses taught with an alternative delivery system, the frequency and amount of classroom instruction per week may vary, but, in every case, the aggregate total will equal that of a regularly scheduled course. Any

deviation from this schedule of instruction must be approved in writing in advance by both the respective Dean and the CAO.

### **Attendance at Official Functions**

Unless excused by the President or the CAO, faculty members are expected to attend all official seminary academic functions, including but not limited to semester opening and closing convocations, special lectures, and annual commencement.

### **Contribution to the life of the Church**

- Positive attitude toward the ministry and the work of the Church of Jesus Christ
- Significant personal involvement in the life of a local church
- Ability to encourage and inspire students to have a healthy regard for the Church.

### **Course Assignments**

The respective Dean, in harmony with the CAO, will assign courses to faculty members based on academic credentialing and student needs.

### **Undergraduate Student Learning Outcomes**

When creating Course Learning Outcomes, the Southern Reformed Student Learning Outcomes must be followed.

#### **I. Scriptural Competence (SC)**

1. Basic biblical knowledge by reading the whole Bible and understanding themes in each book

2. Knowledge of proper biblical context for sound interpretation
3. Good articulation of the biblical worldview for effective apologetics.
4. Proper application of biblical principles for redemption of cultures

## II. Spiritual Maturity (SM)

1. Developing personal gift inventory
2. Promoting a lifestyle of worship & intercession
3. Dedicated Christian service
4. Personal application of Scriptural principles for progress of sanctification

## III. Passion for the Gospel (PG)

1. Mastery of Jesus-style evangelism
2. Promotion of exemplary life as a tool for evangelism
3. Scriptural memory as basis for effective evangelistic skills
4. Ability to articulate the gospel cross-culturally

## IV. Academic Excellence (AE)

1. General knowledge of variety of subjects and deeper understanding of subject areas of personal passion
2. Learning to think critically
3. Acquiring the ability for effective oral and written communication

4. Developing good research skills for life-long scholarship

#### V. Personal & Relational Growth (PRG)

1. Learning to respect differing opinions through intentional conversations
2. Learning to communicate kindly with the world without compromising
3. Developing a life-style of personal discipline
4. Learning to practice knowledge by serving others

### Undergraduate Program Objectives

#### Certificate Program

#### Christian Counseling Emphasis

1. Scriptural Competence: Having a general knowledge of the Bible, psychology, counseling methodology, and fine art to support their biblical views.
2. Spiritual Maturity: Growing in the likeness of Christ as agents of God's love toward others as they give evidence of God's Spirit working in their lives.
3. Passion of the Gospel: Effectively communicate the Gospel through leadership and teaching in the local church and other ministries.
4. Academic Excellence: Equipping students with Christian counseling methods and skills with the tool of fine art in the ministry situation to help those who are in need of healing and restoration.
5. Personal & Relational Growth: Training individual and group to sincerely follow after Jesus Christ by focusing on the healing of their heart change, and their relationship problems and focusing on how the past impacts the present, which allows for some forecasting of the future.

## Christian English Literature Emphasis

The Christian English Literature Certificate is a 36-credit program for Christian leaders who want to develop English skills such as conversation, grammar, dissertation, essay and writing using Christian English Literature. This program is designed for Sunday School teachers, small group leaders, elders, deacons, and missionaries. A high school diploma is required for admission.

1. Bible knowledge: Having a general knowledge of the various genres of the Bible as English literature and be able to articulate its purpose and views.
2. Spiritual Maturity: Growing in the image of Christ as an agent of God's love for others, testify of the work of God's Spirit in his own life.
3. Gospel Passion: Communicate the gospel effectively through leadership and teaching in the local church and other ministries.
4. Academic Excellence: Focuses on understanding basic English knowledge, grammar, thesis, essay, and poetry through English biblical literature.
5. Personal and Human Relations Growth: Focuses on studies that provide a Christian view of the English Bible and articulate its application in modern social issues through the biblical English language.

## Ministry & Biblical Studies Emphasis

1. Scriptural Competence: Having a general knowledge of the Bible and theology and be able to support their theological view.

2. Spiritual Maturity: Growing in the likeness of Christ as agents of God's love toward others as they give evidence of God's Spirit working in their lives.
3. Passion for the Gospel: Effectively communicating the Gospel through leadership and teaching in the local church and other ministries.
4. Academic Excellence: Focusing on the development of basic Bible knowledge, theological understanding, and the development of ministry skills.
5. Personal & Relational Growth: Focusing on the Scripture to have a growing personal knowledge of biblical study resulting in an intimate knowledge of the biblical text and providing transformed perspective on the social issues in modern contexts.

## Associate of Arts Program

### Ministry Concentration

1. Scriptural Competence: Helping students understand a variety of literary types, categorize the literary forms of biblical books, and know the foundational principles of inductive Bible interpretation.
2. Spiritual Maturity: Developing personal gift inventory and promoting a lifestyle of worship & intercession.
3. Passion for the Gospel: Learning skills useful for Christian ministry and applying principles of Christian ministry in a variety of settings.
4. Academic Excellence: Acquiring the ability for effective oral and written communication and developing good research skills for life-long scholarship.
5. Personal & Relational Growth: Developing a life-style of personal discipline learning to communicate kindly with the world without compromising.

## Bachelor of Arts Program

### Biblical Studies Major

1. Scriptural Competence: Demonstrating a general knowledge of the Bible and Christian Theology.
2. Spiritual Maturity: Exhibiting spiritual and personal growth of an emerging leader.
3. Passion for the Gospel: Promoting of exemplary life as a tool for evangelism and being a master of Jesus' style evangelism,
4. Academic Excellence: Demonstrating the knowledge, abilities, and skills of the Scripture necessary to speak and write effectively for a variety of audience.
5. Personal & Relational Growth: Explaining to others interpretive differences in the Scripture on controversial issues and demonstrating a Christian perspective shaped by biblical, historical, and theological study.

### Christian Counseling Major

The Bachelor of Arts in Christian Counseling is a 120 credit-hour degree program. This degree is largely designed to equip students for education and counseling ministry with the knowledge and skills in local churches. It usually covers a four-year academic plan which includes general education, Bible, theology and counseling courses. A high school diploma, GED or its equivalent is required.

1. Scriptural Competence: Demonstrating a general knowledge of the Bible and Christian Theology.
2. Spiritual Maturity: Helping students to achieve spiritual maturity and personal growth as Christian counselors to serve in local church settings.

3. Passion for the Gospel: Encouraging students to bring their faith commitments to counseling in a way that helps people in their life struggles and points them to Christ.
4. Academic Excellence: Developing the student's capacity for the basic concepts and knowledge about education and counseling in local churches.
5. Personal & Relational Growth: Demonstrating competence in pursuing higher degree in pastoral and missionary ministries.

## Graduate Student Learning Outcomes

Southern Reformed graduate students can expect to achieve the following:

### I. Scriptural Competence (SC)

1. Interpreting the Bible in light of its historical and grammatical context
2. Identifying the text's central theme and argument in light of its literary context, occasion, and purpose
3. Demonstrating an understanding of Reformed theology and the systematic interconnections of biblical doctrines
4. Relating the Church's theological heritage to current cultural and apologetical issues

### II. Spiritual Maturity (SM)

1. Demonstrating an ability to draw on biblical and historical resources for spiritual enrichment and growth



2. Demonstrating growth and integration in intellectual, spiritual, pastoral, and human formation for ministry
3. Serving with Christian character in personal and professional lives
4. Exhibiting growing integrity, teachability, humility, perseverance, and self-discipline

### III. Passion for the Gospel (PG)

1. Evaluating and developing ministries in light of the Great Commission and the Great Commandment
2. Demonstrating an accurate knowledge of the essential elements of the gospel of Jesus Christ
3. Demonstrating the ability to guide believers to become more like Christ
4. Articulating and applying a comprehensive and critical philosophy of ministry

### IV. Academic Excellence (AE)

1. Demonstrating a comprehensive knowledge of the biblical skills in its intercultural context
2. Developing the capability of studying new subjects for oneself
3. Developing the capacity for critical interpretation of the meaning of a passage
4. Demonstrating a capacity to conduct original research on a chosen topic of interest with appropriate resources and scholarly research and writing competence

### V. Personal & Relational Growth (PRG)

1. Demonstrating an ability to interpret and communicate knowledge to different cultures and publics
2. Learning to communicate biblical and theological truths through preaching, teaching, writing, or in such other ways as may be appropriate
3. Demonstrating leadership practices that are enriched by an ability to engage in careful and life-giving interpretations of Scripture
4. Embracing sound theology in practical ministry in different contexts in leadership expression and application

## Graduate Program Objectives

### Master of Arts Program

#### Biblical Studies Discipline

1. Scriptural Competence: Equipping students with in-depth knowledge of the Scriptures book-by-book and interpretive understanding including integration of the Christian faith into a postmodern society.
2. Spiritual Maturity: Helping students understand spiritually formed life based on intersection of Scripture and developing theological reflection of spiritual direction.
3. Passion for the Gospel: Articulating a mature philosophy of ministry, and a broad and critical knowledge of contemporary trends in ministry.
4. Academic Excellence: Developing the student's capacity for the critical interpretation of the meaning of a passage, and demonstrating a comprehensive knowledge of the biblical skills in its intercultural context.

5. Personal & Relational Growth: Fostering students with a biblical worldview derived from the results of an examined biblical text on critical issues reflecting a belief in the accuracy, intention, inspiration and sufficiency of the Scriptures, and guiding others how to develop their intimate relationship with Jesus Christ in missional setting.

## **Christian Counseling Discipline**

The MA of Christian Counseling degree is a two-year graduate program covering a range of Biblical and Professional counseling. This program is designed for men and women who want to become competent Christian and professional counselors with ethical principles to provide high quality and effective counseling services. A bachelor degree is the usual basis for admittance into this degree program. The degree program requires 60 semester credits. As many as 42 semester credits of graduate work may be transferred from another institution.

1. Scriptural Competence: Combining a thorough understanding of the biblical text and theology and use it specifically in a counseling context.
2. Spiritual Maturity: Helping students to achieve spiritual maturity and personal growth as Christian counselors to serve in various clinical, educational, and ministry settings.
3. Passion for the Gospel: Encouraging students to bring their faith commitments to counseling in a way that helps people in their life struggles and points them to Christ.
4. Academic Excellence: Developing the student's capacity for the knowledge and skills for competent counseling practice. We expect that students will demonstrate:

- (1) Understanding of the nature and needs of persons at all developmental levels, including theories of wellness and development over the lifespan.
  - (2) Understanding of the primary theoretical orientations and evidence-based interventions shaping the counseling field today.
  - (3) Skills necessary for assessment in counseling, including basic interviewing and observation skills, differential diagnosis, and the selection and administration of tests appropriate to counseling.
5. Personal & Relational Growth: Demonstrating an ongoing commitment to competent professional practice within the church, the community, and other mental health settings.

## Master of Divinity Program

### Pastoral Ministry Focus

1. Scriptural Competence: Equipping students with in-depth knowledge of the Scriptures book-by-book and interpretive understanding including integration of the Christian faith into a postmodern society.
2. Spiritual Maturity: Exhibiting a spiritual and personal maturity expressed in Christ-like character particularly through the demonstration of biblically sound ethics in personal life and pastoral ministry.
3. Passion for the Gospel: Demonstrating understanding of worship of the various aspects of local church ministry, appropriating knowledge in the development of an effective worship service, demonstrating various forms of preaching—especially the skill of expository preaching in a variety of Biblical texts--and impacting the community for Christ through evangelism and social concerns with cultural sensitivity.

4. Academic Excellence: Developing the student's capacity for the critical interpretation of the meaning of a passage, and demonstrating a comprehensive knowledge of the biblical skills in its intercultural context.

5. Personal & Relational Growth: Having an intimate relationship with Jesus Christ based on a growing understanding in biblical study and teaching the outcomes of the biblical wisdom in mentoring relationship with others in a cross-cultural ministerial context.

## Course Syllabi

This section is to guide the faculty as they write and develop their syllabus. Each faculty is to write a syllabus that clearly articulates the requirements of the program outcomes. Having completed a syllabus for a course, it must be returned to the Academic Dean no later than **three weeks prior** to the beginning of the semester. The Academic Dean will contact the faculty with approval or request for revisions before the beginning of the semester.

Faculty members are required to prepare a written syllabus for each course offered. A copy of the syllabus shall be given to each student at the first class session. A digital and a printed copy of each syllabus shall be forwarded to the CAO normally no later than one month (4 weeks) prior to the beginning of the semester. The syllabus must be produced in accordance with the Southern Reformed syllabus form and must include the following data:

- Instructor's name and contact information
- SRCS Mission – The Mission of the school is found in the Academic Catalog.

- Course number, course title, hours of credit, and semester offered
- Description of the course from the SOUTHERN REFORMED catalog, including its scope
- Textbooks and other basic materials to be used or purchased by the student
- Measurable expected course outcomes
  - Each outcome must be measurable through tests, papers, projects, etc. during the course.
  - A course must have at least three course learning outcome that meet the requirements of the program outcomes.
  - A general education course must have at least one Course Learning Outcome that meets the requirements of the program outcomes.
- Requirements of the course, e.g., readings, projects, term papers, exams and other items that assess the outcomes and as detailed as possible
- Basis of evaluation for the course indicating weight to be given for each component
- Bibliography used or may use for this course and other potential resources
- Tentative schedule of assignments or topics to be considered
- Academic policies, including but not limited to attendance policy for the student and impact on grade, late assignments, plagiarism, incompletes and extensions, internal and external library information, and expectations of college or graduate-level writing.
- Any additional information a student may need in order to function effectively in the course

## Syllabus Development

The faculty must write a syllabus that includes the following rigor requirements to complete the class:

### Academic Rigor

<i>Levels</i>	<i>Papers</i>	<i>Reading</i>	<i>Admissions</i>	<i>Grades</i>	<i>Critical Thinking</i>
<i>Certificate</i>	<i>Essays and reflection papers only.</i>	<i>No more than 300 pages a course (3 units) outside of class.</i>			
<i>AA &amp; Bachelor (Freshmen)</i>	<i>No formal papers. Essays or reflection papers only.</i>	<i>About 500 pages a course (3 units) outside of class.</i>	<i>Must have a high school diploma before admitted to a program.</i>	<i>2.0 GPA</i>	<i>Stage One: The Unreflective Thinker and Stage Two: The challenged Thinker</i>
<i>AA &amp; Bachelor (Sophomore)</i>	<i>Formal Papers not exceed 10 pages</i>	<i>About 600 pages a course (3 units) outside of class</i>	<i>Must have completed at least 36 semester hours of a program.</i>	<i>2.0 GPA</i>	<i>Stage Three: The Beginning Thinker</i>
<i>BA (Junior and Senior)</i>	<i>Formal Papers no longer than 20 pages per class.</i>	<i>About 800 pages a course (3 units) outside of class</i>	<i>Must have completed at least 60 semester hours or an associate</i>	<i>2.0 GPA</i>	<i>Stage Four: The Practicing Thinker</i>

			<i>degree before admission.</i>		
<i>MA</i>	<i>Formal Papers total no more than 30 pages a course</i>	<i>About 1000 pages a course (3 units) outside of class.</i>	<i>Must have completed a bachelors' degree prior to admission.</i>	<i>2.0 GPA</i>	<i>Stage Five: The Advanced Thinker</i>
<i>MDiv</i>	<i>2<sup>nd</sup> and 3<sup>rd</sup> year: formal papers</i>	<i>About 1000 pages a course (3 units) outside of class.</i>	<i>Must have completed a bachelors' degree prior to admission.</i>	<i>2.0 GPA</i>	<i>Stage Six: The Accomplished Thinker</i>

## Credit Hour

SRCS usually offers 3-unit semester courses. A unit of measure representing the traditional academic value of learning activities. A semester credit hour represents a minimum of 50 minutes of instruction per week over a 15-week period, supplemented by two hours of preparation for each hour of instruction for the average student; or the equivalent amount of time (37.5 hours) in instructor designated learning activities. Time for final examinations is outside these specifications. If the 3-unit semester course meets once a week, the lecture must be one hundred fifty minutes or two hours and thirty minutes long.

The instructor-designated learning activities include the following (37 & ½ hours):



1. Lectures
2. Group Discussions
3. Online Discussions

There also must be two hours of preparation time by the students for every one hour of lecture, which includes the following (75 hours):

1. Reading
2. Research
3. Writing

### Rigor Calculation Index

The faculty is expected to calculate the rigor of each course based on the following index of length per unit:

**Index of Length/Unit**

Activity	Unit/Prep Hour	Note
Reading	10 pages/hr; 15/hr G	UG College / G Seminary
Papers	1/2 page/hr; 1/hr G	
Reports	1/2 page/hr; 1/hr G	
Exams	.1 hr exam/hr	Midterms 1 hr / Finals 2 hrs
Presentations	.1 hr presentation/hr	

### Faculty Assembly

The Faculty Assembly shall serve as an advisory body of the seminary in matters of academic practice and policy. As members of the Faculty Assembly, they are to demonstrate:

- Loyal and effective service on assigned faculty committees
- Willingness to cooperate in administrative matters
- Responsible participation in faculty discussions
- Respect and appreciation for colleagues
- Participate in faculty meetings and other official faculty functions

### Faculty Committees

Such committees as are deemed necessary may be created to facilitate or implement the work of the Faculty Assembly. The CAO, in consultation with the respective Deans, shall appoint members to such committees.

### Faculty Functions

The primary concern of the faculty is the areas of academic matters and teaching courses of the adopted curriculum. Specifically, the following items are central to the fulfillment of the function of the faculty members:

- a. Participating in the determination and definition of major educational policies affecting the overall institutional mission and program goals.
- b. Defining and identifying, through cooperation with the Chief Academic Officer new degree programs, weaknesses in existing programs and strategies to make existing programs more effective.
- c. Establishing admissions standards for all academic programs and acting as needed on specific admissions issues for individual students.

- d. Developing new faculty and suggesting to the president new administrative positions that may aid the accomplishing of the school's mission

### **Faculty -- General Expectations:**

All faculty members shall:

- Perform their assigned duties promptly, competently, efficiently, and honestly
- Carry out all reasonable, just, and legitimate instruction or order of the CAO, their respective Dean or the President
- Be courteous and respectful at all times to the wider constituency, students, and other faculty and staff members
- Be just and honorable in their relations with each other and shall not make false reports or gossip to the discredit or injury of another faculty or staff member.
- All faculty members shall refrain from altercations; disorderly conduct; the use of profane, abusive, or improper language; and jokes, insults, or other negative references pertaining to the racial, ethnic, or religious background of any person(s).
- Not commit, or induce any other faculty member to commit any act that is in violation of a federal, state, or local law or ordinance.
- Refrain from intoxicating liquor or use illegal drugs.
- Adhere to all provisions contained in this Handbook.

### **Faculty Accountability Policy**

As teachers of current and future gospel ministers, the Bible instructs professors to be above reproach in all matters pertaining to faith and practice (I Timothy 3:2). Therefore, the following policy has been drafted to aid the faculty in being exemplary servants in integrity and transparency before God and his people.

1. Conflict of Interest - Teaching the following groups of people would be considered within the bounds of what is considered conflict of interest
  - A. Family members (e.g., spouses, children, parents, grandchildren, etc.)
  - B. Relatives (aunts, uncles, cousins, nephews, nieces, in-laws, etc.)
  - C. Church where you serve (pastors, elders, deacons, staff, members, etc.)
  - D. Workplace where you are employed (supervisors, coworkers, etc.)
2. Fair grading - If you suspect that you cannot objectively grade fairly due to the fact that:
  - A. You owe them a favor
  - B. They decide your salary or employment
  - C. Close blood ties

Please let the academic office know this potentially compromising situation so that another faculty member could help grade their papers and exams.

If you feel that this policy cannot be followed, please let the seminary know so that the course that the above-classified students are enrolled could be assigned to a different professor.

3. Graded Papers and Exams - If the administration suspects unfair grading on the part of the faculty, the professor might be asked to provide the academic office the graded papers and exams. Please keep a copy of all the papers and exams for one year.
4. Collecting Registration Forms - Unless asked, professors are not permitted to collect registration forms and tuition from the students to be submitted to the seminary on their behalf. The reason is that this might make the students feel pressured to take the professor's class.
5. Giving Money - Professors are not permitted to give money to the students to pay for the students' tuition and fees or request seminary to earmark a personal tuition donation for a particular student. However, professors may donate to the general scholarship fund. The reason being, students might feel compelled to enroll in the professor's courses even at the risk of jeopardizing their own degree program.
6. Recruiting Students for Faculty-led Church - Faculty may not recruit current students for the church or ministry they themselves serve as leaders unless through Christian service or supervised ministry programs or special permission. And the reasons are as follows:
  - A. Complaints have been submitted where students have not been properly remunerated.

- B. Conflict between the students and professors in the church or ministry setting have discouraged students from taking necessary courses that the professors teach. In some cases, students have considered quitting seminary.
7. Intentional Recruitment of Students by Faculty – It is not permitted for a professor to recruit students for their own courses either directly or indirectly at the expense of other courses to boost enrollment for their class for any reason, be it theological or personal loyalty.

The absence of specific examples of misconduct from this section does not mean that any such misconduct is free from disciplinary action.

### **Faculty Oversight of Educational Program**

The Board of Trustees charges the President, in cooperation with the CAO and the faculty, with the fundamental responsibility for formulation, revision, and continuous review of the curriculum and educational policy. Any alteration in the basic educational policy of the seminary is subject to review by the Board of Trustees. Such matters include, but are not restricted to requirements for admission; procedures for registration, withdrawal, and transfer; curricula and degree requirements; grading and examination policy; and student academic discipline.

## **Faculty Qualifications**

Each instructional faculty member shall hold an appropriate degree in the teaching discipline or a closely related discipline from a school accredited by a CHEA approved accrediting agency. Documentation of academic preparation, including official transcripts and other appropriate documentation of professional work and experience, records of publications, and certification of other qualifications shall be kept in the office of Registrar

## **Family Tuition Benefit**

Faculty members are eligible for Bachelor and Master level tuition scholarships for their spouses and dependent children.

## **Governance**

The Faculty of Southern Reformed is responsible for recommendation of academic policies and academic programs of the school. It shall aid the Administration and the Board of Trustees in the total program of the institution in such areas as curriculum, admissions, academic standing, faculty growth and welfare and the spiritual and social life of the students.

## **Grade Report Deadline**

The deadline for turning in grades shall be published each term by the Chief Academic Officer.

## **Library / Reserve Books / Collection**

The faculty submits requests for books or periodicals to be made available through the Director of Library Services.

Reserve Books - Library books needed for specific course work may be placed on reserve by professors. Lists of the books and the type of reserve desired should be given to the library staff in ample time to arrange the materials. Faculty should encourage students to use library resources.

The SRCS library collection undergoes periodic evaluation based on the following methods:

Every year, the faculty will be asked to submit subject bibliographies, which library staff will check against library holdings, making note of those titles which should be purchased. Purchases will be made as the budget allows and prioritized by upcoming course offerings. In this way each subject area will have its turn in obtaining updated resources.

### **Part-time Faculty Remuneration Schedule**

Semester remuneration is usually issued in two payments – one half at mid-semester and the concluding half upon the completion of the semester after the submission of all final grades.

### **Professional Development**

The seminary is concerned for the continuing professional growth of faculty members and makes every effort to employ persons who are also committed to such interests and concerns. Faculty members are encouraged to take the initiative in planning and promoting activities that will contribute to their scholarly pursuit, intellectual stimulation, and personal development.



## Student Records

Faculty members are expected to maintain the privacy of student records, according to the Southern Reformed policy. Student grades should never be made public. Graded papers should be kept in private locations until returned to the student by the instructor. Student records such as transcripts, grade reports, and admissions records, are private. In the case that faculty members must have access to such records, they must never make those records public. The only information that should be shared with a student is that which specifically pertains to individual coursework of the student in courses taught by that instructor. Any further requests for information should be directed to the CAO. Grades, academic information, or any classroom or academic issues may not be discussed with anyone other than the student. Spouses, or other family members, have no right to this information. Any such request to a faculty member from a family member of a student or any other third party should be directed to the CAO.

## Teaching Performance

Faculty members are expected to demonstrate:

- Ability to organize materials and to communicate effectively
- Success in eliciting the interest and initiative of students
- Ability to effect high standards of student performance
- Fresh and current approach to teaching responsibilities

## **Textbooks**

Each faculty member selects textbooks and required supplementary materials to be purchased by the student appropriate for each course taught. The faculty member is responsible to send a list of their textbooks(s) to the Assistant Librarian along with other desired supplementary books or materials at least four weeks in advance of the beginning of the semester so as to give prospective students ample time to purchase before the first class session.

## **Trends in Theological Education**

It is the responsibility of the faculty to keep abreast of the major issues and current thoughts in theological education and incorporate into the academic program of the seminary those ideas and practices that will strengthen the institution in the fulfillment of its goals, objectives and mission.

# **FACULTY APPOINTMENTS**

## **Faculty Appointment Procedure**

The President, upon the recommendation of the CAO and with the approval of the Board of Trustees, shall appoint all faculty members. Appointment to the faculty shall be made after active and equitable search procedures, with due regard for the needs of the school.

## **Faculty Search Policy**

1. Identify institutional needs of the Southern Reformed College & Seminary.
2. Modify or create job description.

3. Circulate “Faculty Opening” announcement via email.
4. Applicants are to submit the following:
  - A. Personal Statement
  - B. Curriculum Vitae/Resume
  - C. Faculty Application Form
5. Academic Dean interviews applicants via phone with particular attention to the seminary statement of faith.
6. President & Academic Dean select qualified applicant(s) for personal face-to-face interview if needed.
  - A. Adjunct Faculty are hired directly by the President through consultation with the Academic Dean.
  - B. Assistant/Associate/Full professors involve the Faculty Council’s input.
7. Qualified applicants are asked to submit two recommendation letters.
  - A. Pastor’s Recommendation
  - B. Professor’s Recommendation
8. Academic Dean calls Faculty Council to review possible assistant/associate/full professor candidate(s).
9. President invites assistant/associate/full professor candidate(s) to SRCS for final interviews with the Faculty Council.
  - A. The faculty submits their evaluation to the Academic Dean.
  - B. President and Academic Dean analyzes the evaluations.
10. The candidate is asked to submit official transcripts from all post-secondary institutions of higher learning where he/she received degrees.

11. Candidate might be asked to teach class/seminar for observation.
12. President submits the new assistant/associate/full faculty to the Board of Trustees for approval.
13. President sends employment letter, signs contract and faith statement, and discusses all details pertinent to employment.
14. The new faculty is recognized at the next available seminary gathering (e.g., commencement, opening convocation, etc.).

Appointment shall be as (a) Full-time Faculty, (b) Part-time or (c) Adjunct Faculty. All faculty, full-time, part-time and adjunct, shall be governed by the same appointment, rank and title procedures. The term “instructional faculty” is used to distinguish faculty members whose primary responsibility is teaching from those whose primary responsibility is administration such as the President, Academic Dean, Deans and Director of Library Services.

### Faculty Ranks

The President, upon the recommendation of the CAO and their Dean and with the approval of the Board of Trustees, shall grant faculty ranks appropriate to the below standards:

- **Assistant Instructor:** one who may or may not have a graduate degree and has little or no teaching experience but has a high degree of expertise in their assigned instructional field.

- **Instructor:** holds a graduate degree but lacks an earned terminal degree, has much teaching experience and/or expertise in the assigned instructional field.
- **Assistant Professor:** possess an earned doctoral degree to teach graduate courses or master's degree to teach college courses; he/she demonstrates competence in their area of specialization, and have the potential for developing into a competent faculty member.
- **Associate Professor:** shall have demonstrated a growing competence in teaching and scholarship (i.e., scholarly journal publication, dissertation publication, etc.), and shall have made significant progress in attaining eminence in their field.
- **Professor:** shall have clearly demonstrated outstanding competence in teaching and scholarship, shall have achieved eminence in his or her field and evidenced ability for research through scholarly publication of academic books.
- **Professor Emeritus** status may be granted upon the ending of their teaching career and have given several faithful years of service to Southern Reformed.

## Faculty Status

- **Full-time Faculty**

A full-time faculty member is expected to teach a minimum of three and not more than five classes each semester, keep regular office hours, do scholarly research and writing, actively participate as a voting member of the Faculty Assembly and assume various committee involvement as may be assigned.

- **Part-time Faculty**

A part-time faculty member, although contracted to teach semester by semester, is considered a regular participant on the teaching register. They may or may not teach every semester because of personal circumstances or course subjects required to service student enrollment needs. Part-time faculty members are voting members of the Faculty Assembly regardless of their current teaching status.

- **Adjunct Faculty**

Adjunct faculty members are contracted to fulfill teaching responsibilities associated with a specific course (or a set of specified courses) in a specific semester. Adjunct faculty members may participate in the Faculty Assembly but as non-voting members.

## **Promotion Criteria**

Recommendations for promotion in rank for faculty members originate with their respective Dean. Detailed portfolios supporting the recommendation, containing student and peer evaluations, evidence of scholarly/professional performance, and service to the institution, must be submitted to the President no later than December 1 in any given calendar year.

After reviewing the completed portfolio, the President, with an attach a cover letter containing comments on the evidence and his/her own observations regarding the faculty member's performance, will then forward them to the Chairman of the Board of Trustees at least two weeks prior to a regularly scheduled meeting of the Board of Trustees for their

consideration and action. The recommended faculty member will be notified in writing of the Trustees' decision.

It is suggested that barring extraordinary circumstances, no Assistant Professor shall be recommended for promotion to the rank of Associate Professor until at least three years following their previous promotion, and no Associate Professor shall be recommended for promotion to the rank of Professor until at least five years after obtaining Associate Professor ranking.

Persons considered for promotion should exhibit the following criteria:

### **Spiritual and Ethical Qualities**

- Exemplification of Christian ideals in personal conduct
- Commitment to the theological and spiritual ethos of the seminary
- Desire to inspire students to greater devotion to Christ and the ministry of the church
- Contribution to the spiritual and ethical life of the community

### **Training and Experience**

- Adequate academic preparation for teaching field(s)
- Demonstrable ability in practical experience, and in performance skills, where necessary

### **Scholarship and Research**

- Intellectual integrity and scholarly attitude

- Capacity for scholarly research
- Competence in field and a mastery of past and current scholarly knowledge and materials
- Scholarly attainment, resulting in leadership in professional practice and writing
- Evidence of continuing professional and personal growth and improvement

### **Dedication to Teaching Vocation**

- Commitment to teaching as a divine call, and as a place of continuing service and a willingness to spend the time and energy necessary for effective preparation and teaching
- Conscientiousness in fulfilling all academic obligations, including meetings, classes, keeping office hours, advising students, and carrying out all teaching responsibilities



## FACULTY RIGHTS

### Academic Freedom

Southern Reformed affirms its commitment to academic freedom for its faculty in teaching and research within an environment guided by and consistent with the Southern Reformed Statement of Faith and within the larger statement of fundamental beliefs of the Christian Evangelical Association. If a faculty member finds that they have differing opinions in regard to these statements, it is within the context of maintaining Christian unity and community that they first discuss these divergences with the administrative leadership before disseminating their opinions in the classroom. Southern Reformed expects non-theological, non-biblical and non-professional courses to be taught in accordance with an evangelical Christian worldview and consistent with the school's statement of faith.

Faculty members are free to teach, carry on research, and publish, subject to adequate performance of their academic duties as agreed upon with the school. They also have freedom in the classroom to discuss the subjects in which they have competence. Faculty members are free to express and act upon their conscientious convictions as individual citizens, although they should realize the tacit representation of the school implied in whatever they say. When they speak or act as private persons, they must avoid creating the impression that they speak or act for the school.

Faculty members must take care lest they violate each other's academic freedom by covert interference with their colleagues' work or through bypassing the orderly processes of full faculty discussion of curriculum, appointments, and other basic matters.

### **Faculty Grievances and Appeals**

There is no grievance procedures for falsifying information concerning a person's application file, personal resume, employment records or falsifying Christian character information. Neither is there a grievance procedure for termination of employment or contract on financial and budget reasons.

For other grievances:

1. The faculty member or employee may request a meeting, in writing, with their immediate supervisor or the Chief Academic Officer.
2. If no satisfactory agreement is achieved, the aggrieved person may appeal to the President, in writing detailing the nature of the grievance and the circumstances out of which it arose.
3. The President and the supervising administrator will meet with the faculty member or employee, review the grievance in a timely manner and render their decision in writing to the aggrieved person.
4. If the faculty member or employee is not satisfied with the decision, a Review Board will be established consisting of the President, a member of the Board of Trustees and a Faculty member (of the President's

choosing). The employee will be notified of their decision by certified mail. Their decision will be final.

### **Unresolved Grievances**

If a grievance cannot satisfactory be resolved within the Southern Reformed structure, one may be filed with Association of Biblical Higher Education: 5850 T.G. Lee Blvd. Ste. 130, Orlando, FL 32822; 407-207-0808

## Faculty Statement of Faith

All who teach at Southern Reformed, regardless of ranking or work status, must sign the following Faculty Statement of Faith.

I, \_\_\_\_\_, a faculty member at Southern Reformed College and Seminary, affirm the institution's subscription to the Apostles Creed, Nicene Creed, Westminster Confession, and Lausanne Covenant as an accurate summary of the orthodox biblical teachings of the historic Christian faith.

### II. Tenets of the Reformation

In addition, I agree with the teachings of the Reformation summarized in the Five Solas:

- Sola Scriptura – The Scripture alone is the final authority in faith and practice.
- Sola Gratia – Salvation is received by grace alone.
- Sola Fide – Salvation is attained through faith alone.
- Solus Christus – Salvation comes only through Jesus Christ.
- Soli Deo Gloria – All things in life are done to bring glory to God alone.

### III. Evangelical Affirmations

Furthermore, I acknowledge the following three affirmations to be essential to the Gospel proclamation:

- Reliability of Scripture - The Bible is infallible and inerrant in all that it affirms.
- Justification by Faith – The sinner is once and for all declared not guilty by an act of God’s grace only through faith in Jesus Christ. It is neither earned by good works nor progressively attained through Christian life.
- Institution of Marriage – God created man in his image as male and female. Therefore, marriage is only between a man and a woman, which is a demonstration of the union between Christ and his bride, the Church.



# ACADEMIC CALENDAR

2023 – 2024

## Fall 2023 Semester

Opening Convocation	August 19
First day of classes	August 21
Labor Day Holiday (no classes)	September 4
Last day to drop a course	September 10
Last day to withdraw	November 11
Thanksgiving Holiday (no classes)	November 23-24
Last day of classes	December 1
Closing Convocation	December 2
Final Exam Week	December 4-8

## Spring 2024 Semester

Opening Convocation	January 20
First day of classes	January 22
Last day to apply for May graduation	February 1
Last day to drop a course	February 10
Last day to withdraw	April 3
Spring Break (no classes)	March 11-15
Last day of classes	May 10
Final Exam Week	May 13-17
Commencement Ceremony	May 25

## CONTACT INFORMATION



18510 Green Land Way, Suite A  
Houston, TX 77084  
[www.srsem.net](http://www.srsem.net)

(281) 944-9867  
[srtcshouston@gmail.com](mailto:srtcshouston@gmail.com)

**Houston Extension Site**  
Bethany Baptist Church (SBC)  
7304 Homestead Road  
Houston, Texas 77028



## RECEIPT AND ACKNOWLEDGMENT

I have received the Faculty Handbook of the Southern Reformed College & Seminary and I understand that I should review its terms and consult with my supervisor regarding any questions not answered in the handbook. Since provisions of this handbook are subject to change, I further understand that revisions to the handbook may supersede or eliminate one or more existing policies.

I have received the manual, and I understand that it is my responsibility to read and comply with the policies contained in this manual and any revisions made to it. I understand that the Southern Reformed reserves the right to interpret the provisions of this manual and any policies.

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Printed Name

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Signature

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Date