



STUDENT HANDBOOK

**SEPTEMBER
2024**

"YOU WILL KNOW THE TRUTH, AND THE
TRUTH WILL SET YOU FREE." JOHN 8:32

OLIVET.EDU.AU



CONTENTS

Page 3 **About Olivet Theological Seminary**



Page 6 **Admissions**



Page 9 **Study Information**



Page 22 **Finance**



Page 25 **Academic regulations**



Page 26 **Student Services**



Page 28 **Campus Regulations**



Page 29 **Social Life**



Page 30 **Other Policies & Procedures**



ABOUT OLIVET THEOLOGICAL SEMINARY



OUR HISTORY

In 2014, Olivet Seminary launched its own international network partnering with churches interested in starting up their own seminary and ministry training. In this way it further established itself as a distinct ministry from Olivet Theological College & Seminary (OTCS) and its divisions. In 2019 during the pandemic, Olivet Theological Seminary in Australia was established as part of the global campus networks of Olivet Seminary.

In 2023, Olivet Theological Seminary (OTS) was awarded as a Member Institution of Australian University College of Divinity to offer courses with Australian accredited diploma and degrees, to serve the local students onsite and global students through online learning platforms.

ABOUT OLIVET THEOLOGICAL SEMINARY

OUR MISSION



Olivet Theological Seminary offers widely accessible training to current and future ministers across Oceania and beyond, including those under-served by traditional seminaries. Utilizing virtual and in-person networks, it equips Christians with Biblical, theological, and other relevant knowledge and skills for advancing the Great Commission of Jesus Christ.



ABOUT OLIVET THEOLOGICAL SEMINARY



GOVERNANCE

Olivet Theological Seminary is a Member Institution of the Australian University College of Divinity (AUCD). AUCD is an Australian University College providing high quality, accredited awards in ministry, theology and counseling and related areas through the teaching colleges that are its Member Institutions.

The Australian University College of Divinity is registered as an Australian University College. Its degrees and awards are accredited by the Tertiary Education Quality and Standards Agency (TEQSA). The AUCD is approved as a Higher Education Provider under the Higher Education Support Act 2003. It is also a CRICOS provider (CRICOS Code: 02948J), providing theological education to full-time, face-to-face, on campus, international students.

OTS has been a member of AUCD since 2023. Through AUCD, OTS offers a wide variety of higher education awards at Undergraduate and Postgraduate levels. These awards are focused on the disciplines of Bible, Theology, Ministry, and Mission.

ADMISSIONS POLICY

OVERALL POLICY



- Applicants accepted into an OTS course must fulfill the standard academic entry requirements for the relevant academic award or be admitted through one of the alternative entry options provided.
- Admission to any Australian University College of Divinity (AUCD) course taught by OTS is conditional upon the student's acceptance by AUCD.
- Applications for admission to any OTS program must be accompanied by suitable documentary evidence of entry qualifications.
- Applicants who have completed their previous studies in a language other than English must demonstrate an appropriate level of English proficiency.

ADMISSION REQUIREMENTS

UNDERGRADUATE COURSES (DIPLOMA AND BACHELOR LEVEL)



Admission may be granted to an undergraduate course on one or more of the following bases:

- Attainment of a satisfactory standard for the Higher School Certificate (or its equivalent), such as to gain entry to a university.
- Mature Age entry: To qualify for mature age entry for an AQF 7 award, the applicant needs to have reached the age of 21 years by the commencement date of the course. To qualify for mature age entry for an AQF 5 award, the applicant needs to have reached the age of 20 years by the commencement date of the course.
- Special Entry: To qualify under this category, the applicant must be able to produce evidence that substantiates their ability to complete a tertiary course.
- Applicants who have completed all their previous study in a language other than English will be required to achieve an IELTS test (or equivalent) score of 6.5 or greater, with no score less than 6.0 in each band.

POSTGRADUATE COURSES (MASTER OF DIVINITY)



- Applications must have completed a three year non-theological degree or its equivalent.
- Applicants who have completed all their previous study in a language other than English will be required to achieve an IELTS test (or equivalent) score of 7 or greater, with no score less than 6.5 in each band.
- Applicants who do not meet the above criteria may apply for Professional Entry (as indicated on the relevant course). This entry requires the applicant to possess a minimum of 3-5 years' relevant work experience in a relevant ministry or leadership role.

Since admission to an AUCD course is conditional upon the student's acceptance by AUCD, applicants must complete and submit a full admission application to OTS for entry into advertised courses. On the basis on information supplied on the admission form, OTS will confirm full acceptance once confirmed by AUCD.

TRANSFER STUDENT ADMISSIONS POLICY

As a Member Institution of Australian University College of Divinity, and in accordance with AUCD Transfer Credit Policy, OTS gives full recognition of studies that are comparable in content, outcomes and level of study to units within OTS delivered awards, successfully completed at other tertiary institutions. The limits of such credit in any particular award are determined by the AUCD Academic Board.

UNDERGRADUATE COURSE (BACHELOR OF THEOLOGY)



Credit Transfer may be granted for up to 144 credit points of an undergraduate award for completed units/award at or above Diploma level previously studied at accredited institutions. The units/awards must have been completed no more than 10 years prior to the date of the credit application.

POSTGRADUATE COURSE (MASTER OF DIVINITY)



Credit Transfer may be granted for up to 108 credit points of a postgraduate award for completed units/award at or above Graduate Certificate level previously studied at accredited institutions in religious studies. Units must be equivalent to current postgraduate units to be considered for credit. The units/awards must have been completed no more than 10 years prior to the date of the credit application.

COURSE INFORMATION



DEMAND HOURS

Demand Hours are the time to which each student is notionally committed.

FULL-TIME STUDENTS

In the case of full-time students this is 44 hours per week. For each 9 credit point unit a typical break down is:

- 3 timetabled hours/week (time spent at lecturers, tutorials, engaged with online or other learning package, clinical or other placements)
- 8 hours/week devoted to assessable (4 hours) and non-assessable (4 hours) tasks
- 11 hours total workload/week
- 143 hours per 12 week trimester

UNDERGRADUATE PROGRAM

Demand hours for assessment tasks in the undergraduate program are notionally allocated on the basis of:

- 12 demand hours per 1000 words
- 6 demand hours per 1 hour examination
- 12 demand hours per 15 mins of oral exam/class presentation

GRADUATE PROGRAM

Demand hours in graduate programs are notionally allocated on the basis of:

- 8 demand hours per 1000 words
- 8 demand hours per 15 mins oral exam/class presentation

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- other learning package, clinical or other placements)
- 8 hours/week devoted to assessable (4 hours) and non-assessable (4 hours) tasks
- 11 hours total workload/week
- 143 hours per 13 week semester

UNDERGRADUATE PROGRAM



Demand hours for assessment tasks in the undergraduate program are notionally allocated on the basis of:

- 12 demand hours per 1000 words
- 6 demand hours per 1 hour examination
- 12 demand hours per 15 mins of oral exam/class presentation

GRADUATE PROGRAM



Demand hours in graduate programs are notionally allocated on the basis of:

- 8 demand hours per 1000 words
- 8 demand hours per 15 mins oral exam/class presentation

ASSESSMENTS

Assessment of student performance in any unit is continuous or progressive and is determined at the end of the semester in which the unit is completed. The grade for that unit is based on the total marks gained. A grade is final when it has been approved by the Academic Board of the Australian University College of Divinity.

Within the Australian University College of Divinity, the development of assessment packages is based on an understanding of demand hours derived from the following principles:

1. The educational model used is that of adult learning. Each class is a community of adult learners, lecturer and students together. The desired end is not simply to impart information to students but for them to develop into self-directed, self-motivated learners. Their own experience and learning is an essential ingredient in the learning process.
2. Students have only a limited amount of time that can be expended on a course unit. No course unit is entitled to more student time than any other unit for equivalent credit. (Clearly there is some latitude for units with a large praxis component.) Overall student loads per semester can make demands on only a set amount of time in a student's week.
3. Each course unit involves a range of educational tasks: lectures, reading, note taking, tutorials, presentations, essays etc. Assessment tasks make up only a percentage of learning tasks, and can therefore demand only a corresponding percentage of the time allocated to that unit.



EXTENSIONS OF TIME FOR COMPLETION OF ASSESSMENT TASKS

Students must submit all assignments by the due dates set by lecturers as published in the Course Unit Booklets.

Late Penalty

Late assignments without an approved extension will attract an automatic penalty deduction of 5% of the marks available for the item of assessment for every day (including weekends and holidays), or part thereof, beyond the date and time of submission (or any extension granted).

Assignments submitted without an approved extension beyond 10 days after the due date will receive a zero mark and NOT be annotated by the lecturer.

Example – Student submits an assignment worth 50 marks 4 days late:

Total mark available = 50

Penalty: 4 days late = 5% of 50 = 10 mark penalty

The student's original mark is 40

Final mark = 40 – 10 = 30

Grounds for Extension

An extension of an assignment's due date may be granted on the following grounds:

- Medical illness (certified by Medical Certificate)
- Extreme hardship
- Compassionate grounds

In such cases an extension of up to 28 days may be granted without penalty but only if requested before the assignment due date. The student should submit an "Application for Extension" including supporting documentation to the Teaching Body for authorising and signing by the Lecturer/ Registrar/Academic Secretary prior to the due date. The student will then be informed of the result of the request.

In extreme cases, extensions beyond 28 days may be granted. Such extensions must be applied for in writing, including supporting documentation, to the Teaching Body setting out the extreme circumstances. The appropriate Teaching Body's committee will consider such an unusual extension and notify the student of the outcome in writing.

If the unit assessment includes an examination and an extension is granted arrangements will be made for an alternative examination to be given to the student within the extension period. This information is attached to all course unit guides given to AUCD students.

ASSESSMENTS

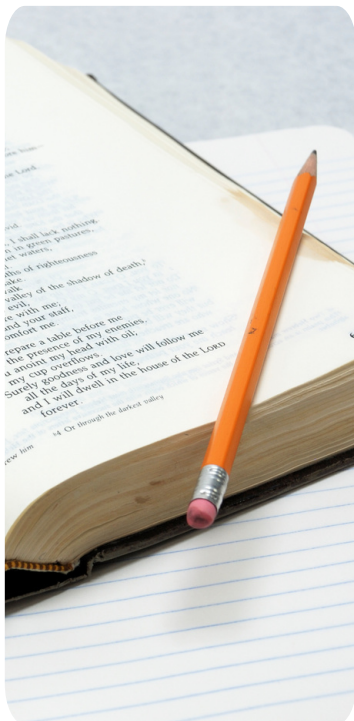
WEIGHING OF ASSESSMENT TASKS



The overall length of assessment tasks are as follows for a 9 credit point unit:

- undergraduate programs: AQF 5, 6: 4,000 words or equivalent; AQF 7: 5000 words or equivalent
- postgraduate programs (AQF 8, 9): 6,000 words or equivalent

Assessment tasks, eg portfolios, that fall outside the items included in the grid require approval from the relevant Discipline Coordinator.



GRADING SYSTEM

PASS (P) 50-64%

The grade will be awarded where there is evidence that a student has undertaken the required core work for the topic and has demonstrated sound knowledge /understanding/competencies /skills required for meeting topic outcomes and satisfactorily completing essential assessment exercises. The student would normally have attained a sound knowledge of matter contained in set texts or reading materials, and demonstrated a good general level of familiarity with major academic debates, approaches, methodologies and conceptual tools.

CREDIT (C) 65-74%

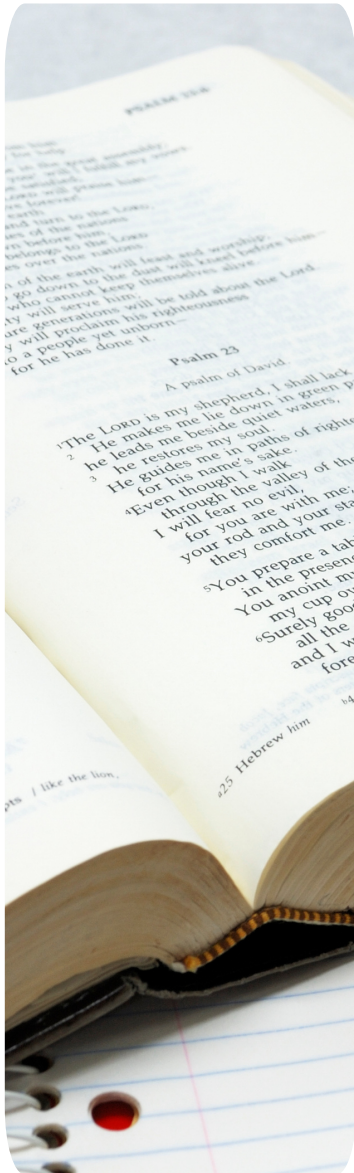
The grade will be awarded where there is evidence that a student has undertaken all of the required core work for the topic and additional work in wider areas relevant to the topic, and has demonstrated a sound level of knowledge /understanding /competencies/skills required for meeting topic outcomes and completing assessment exercises at a proficient standard. The student would normally have attained a sound knowledge of matter contained in set texts or reading materials and have done wider reading, and demonstrated familiarity with and the ability to apply a range of major academic debates, approaches, methodologies and conceptual tools. Students should have a reasonable opportunity of reaching this grade provided they have completed all course requirements, demonstrated proficiency in the full range of course objectives and shown considerable evidence of a sound capacity to work with the range of relevant subject matter.

DISTINCTION (D) 75-84%

The grade will be awarded where there is evidence that a student has undertaken all of the required core work for the topic at a high level and considerable additional work in wider areas relevant to the topic, has demonstrated advanced knowledge /understanding/competencies/skills required for meeting topic outcomes and completing assessment exercises at a high standard. The student would normally have attained an advanced knowledge of matter beyond that contained in set texts or reading materials and have done considerable wider reading, and have demonstrated a broad familiarity with and facility at applying a range of major academic debates, approaches, methodologies and conceptual tools. The grade should reflect very high quality work which shows the student generally works at a level which is beyond the requirements of the assessment exercise and is developing a capacity for original and creative thinking.

ASSESSMENTS

GRADING SYSTEM



HIGH DISTINCTION (H) 85-100%

The grade will be awarded where there is evidence that a student has undertaken the required core work for the topic at a high level and considerable additional work in wider areas relevant to the topic, has demonstrated the acquisition of an advanced level of knowledge/ understanding/ competencies/skills required for meeting topic outcomes and passing the range of topic elements at the highest level. The student would normally have attained an in-depth knowledge of matter contained in set texts or reading materials and undertaken extensive wider reading beyond that which is required or expected. The student would have consistently demonstrated a high level of proficiency at applying a range of major academic debates, approaches, methodologies and conceptual tools and combining a knowledge of the subject matter of the topic with original and creative thinking. The grade is reserved for recognition of the highest level of academic achievement expected of a student at a given topic level.

SATISFACTORY (S)

The grade will be awarded in a topic that is assessed only on a pass or fail basis, where a satisfactory level of performance and participation has been achieved. The grade may be awarded to reflect:

- that the student has achieved mastery of the topic content; and
- that the student has satisfactorily completed topic

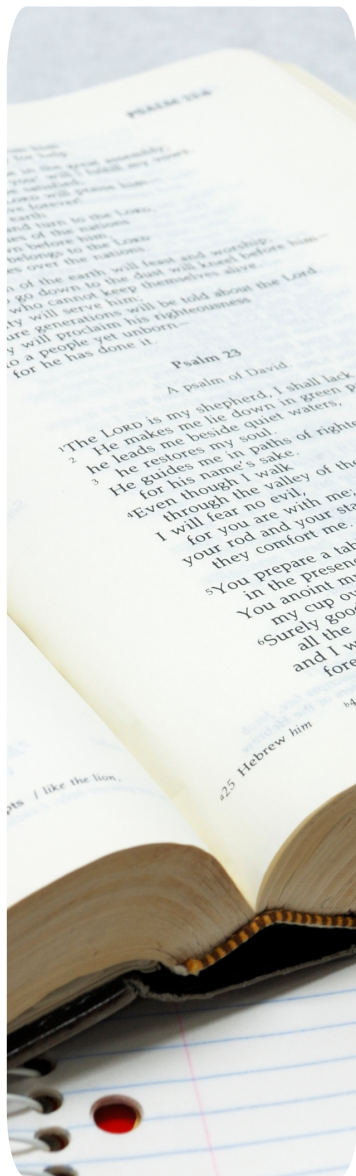
requirements or contractual requirements where these form a prerequisite or condition of passing, or continuing with a program of study. Satisfactory is awarded on a pass/fail basis and a score would not normally be assigned.

FAIL (N) 0-49%

The grade will be awarded if a student is unable to demonstrate satisfactory academic performance in the topic or has failed to complete essential topic elements or required assessment tasks at an acceptable level, in accordance with topic objectives. This grade also applies where there is evidence of gross errors, plagiarism or negligence in regard to the course requirements.

ASSESSMENTS

GRADING SYSTEM



EXTENSION (E)

This grade may be given under extenuating circumstances, such as illness, accident, misadventure or any other serious problem which make it impossible for the student to complete assignment(s) by the end of the semester. An overall extension for a unit may be given when the student has completed at least one of the prescribed assessment tasks.

The fact that several pieces of written work for different units are due within a short period is not a valid excuse for the granting of an extension. Students are expected to plan their study, employment and extracurricular activities so that they are able to submit work by the due date. Upon completion of the work any grade can be given. The date of completion is determined by the relevant lecturer, in light of the relevant AUCD policy, normally within a month of the commencement of the following semester. The revised final grade will be submitted to the Coursework Committee with the results for the following semester. For the purposes of monitoring, an 'Explanation of Grades' ProForma should be submitted. A student's request for an extension, in writing, should be available to the monitor

INCOMPLETE (I)

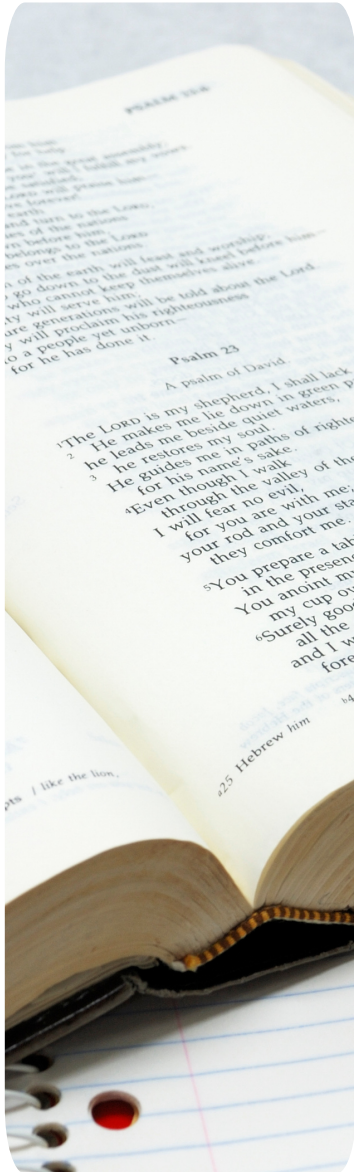
This grade is used when normally one of the assessment tasks for a unit is incomplete. The student will have previously provided an explanation to the Teaching Body Academic Board in writing clearly stating the reasons that extra time is being sought. It will lead to no grade higher than a pass upon the completion of the work by the student. The date of completion will be determined by the relevant lecturer, in light of the relevant AUCD policy, normally within a month of the commencement of the following semester. The revised final grade will be submitted to the Academic Standards Committee with the results for the following semester. For the purposes of monitoring, an 'Explanation of Grades' ProForma together with student's request in writing needs to be attached.

UNAVAILABLE RESULTS (U)

This grade is given where grades are unavailable at the time of monitoring of results through no fault of the student. A covering letter by the Teaching Body explaining the reasons for U results must be submitted during the Semester Monitoring of Results.

ASSESSMENTS

GRADING SYSTEM



WITHDRAWAL (W)

The Withdrawal grade is awarded where the student withdraws from a unit in accordance with the rules governing withdrawal.

SATISFACTORY PROGRESS (SP)

The Satisfactory Progress grade is used where a unit of study, requiring one piece of assessment (eg. Research Essay, Research Project), extends across more than one semester. This will automatically flag that no final result is due until a later semester, which will be an amended grade. This grade is also used when a research essay or thesis has been submitted for examination and the final result is still to be resolved. Coursework units that extend across more than one semester will be required to submit a grade for monitoring at the completion of the unit.

UNSATISFACTORY PROGRESS (UP)

The Unsatisfactory progress grade is used where a unit of study continues into the following semester and a student is judged to not be progressing satisfactorily. If a student receives this grade, he or she, in consultation with his or her lecturer/supervisor, will be required to submit a plan to the Academic Dean detailing how the student intends to complete the unit on time. The study plan must be received by the Academic Dean before the commencement of the following semester.

TABLE OF GRADE DESCRIPTORS

The general description of each of the grades in the following table is the overarching statement of the principles that discriminate between each of the grades. The subsidiary descriptions (Reading, Knowledge of topic, Articulation of argument, Analytical and evaluative skills, Problem solving, Expression and presentation appropriate to the discipline, Oral presentation skills, Tutorial preparation, Participation and interaction with others) amplify the general description. The subsidiary descriptions are guides to the general description. Student work at any grade will satisfy some of the subsidiary descriptions without necessarily satisfying all subsidiary descriptions.

Descriptor	High Distinction (H) 85-100%	Distinction (D) 75-84%	Credit (C) 65-74%	Pass (P) 50-64%	Fail (N) 0-49%
General Description	Outstanding work that comprehensively attains the required outcome(s) showing superior knowledge, understanding, analysis, critical interpretation, presentation, and originality.	Excellent work that substantially attains the required outcome(s) showing a high level of knowledge, understanding, analysis, critical interpretation, presentation, and some originality	Work that soundly attains the required outcome(s) showing a good level of knowledge, understanding, analysis, presentation, and some evidence of critical interpretation.	Work that satisfactorily attains the required outcome(s), with adequate knowledge, understanding, analysis, and presentation.	Work that fails to attain the required outcome(s), lacking in basic knowledge, understanding, analysis, and presentation.
Reading	Evidence of wide, relevant, and independent reading beyond core texts and materials.	Evidence of relevant reading beyond core texts and materials.	Evidence of sound understanding of core texts and materials.	Evidence of having read core texts and materials.	Inadequate evidence of having read any of the core texts and materials.
Knowledge of topic	Outstanding factual and conceptual knowledge incorporating highly distinctive insight into deeper and more subtle aspects of the topic.	Substantial factual and conceptual knowledge incorporating distinctive insight into deeper and more subtle aspects of the topic.	Extensive factual and conceptual knowledge.	Satisfactory factual and conceptual knowledge to serve as a basis for further study.	Inadequate factual and conceptual knowledge.
Articulation of argument	Sustained evidence of imagination, originality, and independent thought.	Evidence of imagination, originality, and independent thought.	Ability to construct well-reasoned and coherent argument based on discriminating use of evidence.	Ability to construct sound argument based on evidence.	Inability to construct coherent argument.

STUDY INFORMATION - ASSESSMENT INFORMATION AND GRADING



Analytical and evaluative skills	Evidence of highly developed analytical and evaluative skills.	Evidence of well-developed analytical and evaluative skills.	Evidence of developed analytical and evaluative skills.	Evidence of analytical and evaluative skills.	Insufficient evidence of analytical and evaluative skills.
Problem solving	Ability to solve or resolve non routine or very challenging problems.	Ability to solve or resolve routine or challenging problems.	Ability to use and apply fundamental concepts and skills to basic problems.	Evidence of problem solving skills.	Insufficient evidence of problem solving skills.
Expression and presentation appropriate to the discipline	Highly developed skills in expression, presentation, and documentation appropriate to wider audiences.	Well developed skills in expression, presentation, and documentation appropriate to the discipline and audience.	Good skills in expression, presentation, and documentation.	Adequate skills in expression, presentation, and documentation.	Inadequate skills in expression, presentation, and documentation.
Oral presentation skills	Highly developed skills in Delivery; Content; Structure; Use of Visual Aids and Response to Questions.	Well developed skills in Delivery, Content, Structure, Use of Visual Aids and Response to Questions.	Good skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions.	Adequate skills in Delivery, Content, Structure, Use of Visual Aids and Response to Questions.	Inadequate skills in Delivery, Content, Structure, Use of Visual Aids and Response to Questions.
Tutorial preparation, participation and interaction with others	Evidence of outstanding preparation, highly developed skills in making focused and constructive contributions to discussion, in listening to and responding to the contributions of fellow members of the group.	Evidence of thorough preparation, well developed skills in making a constructive contribution to discussion, in working well with other members of the group and in valuing their contributions.	Evidence of sound preparation, good skills in actively contribution to discussion and in responding positively to the views of others.	Evidence of adequate preparation, adequate skills in participating and in listening to others while relying on others to do most of the work.	Insufficient evidence of preparation, participation, and interaction with others.

GRADE POINT AVERAGE (GPA)



The grade point average is calculated as follows:

$$\text{GPA} = (4H + 3D + 2C + 1P + 0N) \div E$$

where H is the number of credit points gained at H grade

D is the number of credit points gained at D grade

C is the number of credit points gained at C grade

P is the number of credit points gained at P grade

N is the number of credit points attempted but which earned an N grade

E is the total number of credit points attempted, excluding units with W and S

EXAMINATIONS

The conduct of examinations is determined by the Academic Board of the Teaching Body in which the unit is offered, which shall ensure that the time of the examination is notified in the calendar and adhered to.

Where a candidate:

- a. is prevented by unavoidable disruption from attending an examination in a unit; or
- b. was affected immediately prior to such examination by unavoidable disruption which the candidate believes seriously prejudiced the performance of such examination; or
- c. is to a substantial degree affected by unavoidable disruption during the course of any such examination, and either during or immediately after such examination reports the facts to the supervisor in charge —

The candidate may as soon as practicable after such examination, and in any case not later than the day following the final day of the examination period, as notified in the

examination timetable (or within such time as the Registrar of the Teaching Body may in special cases permit), report the circumstances in writing (supported by a medical certificate or other proper evidence) to the Registrar of the Teaching Body and request that they be taken into account when assessing the result of such examination.

If a candidate is personally unable to take the action required in such case by this rule, some other person may take such action on the candidate's behalf.

The Teaching Body in which the unit was taught may apply to the Academic Board of the Australian University College of Divinity for permission for the student to sit a special examination conducted by that Teaching Body.



UNAVOIDABLE DISRUPTION



The Academic Board has adopted the following definition of unavoidable disruption, to be applied to the requirements to complete a unit, the provision of special examinations, the discontinuance of a unit and exclusion from a unit.

Unavoidable disruption to studies is defined as resulting from an event or set of circumstances which:

- a. could not have reasonably been anticipated, avoided or guarded against by the student and
- b. were beyond the student's control and
- c. caused substantial disruption to the student's capacity for effective study and/or the completion of required work and
- d. interfered with the otherwise satisfactory fulfilment of unit or program requirements.

Circumstances routinely encountered by students would not normally be acceptable grounds for claiming unavoidable disruption to studies.



Such matters include:

- a. routine demands of employment;
- b. routine family problems such as domestic tension with or between parents, spouses, and other people closely involved with the student;
- c. difficulties adjusting to college life, to the selfdiscipline needed to study effectively, and the demands of academic work;
- d. stress or anxiety associated with examinations, required assignments or any aspect of academic work;
- e. routine need for financial support;
- f. demands of sport, clubs and social or extracurricular activities.

Any claim based on these categories would need to show clearly, with appropriate documentation, that the student's particular circumstances were so extreme, individually or in combination, as to warrant consideration. It must also be shown that the alleged disruption seriously interfered with the student's studies or exam performance to the extent that had it not occurred, he or she would in all likelihood have given a satisfactory performance.

The Academic Board will treat as unavoidable disruption cases where the student has been presented from attending an examination for the following reasons:

- a. as a member of the armed forces involved in compulsory exercises;
- b. as a person in full-time employment required to be overseas by his or her employment;
- c. as a member of the emergency services including the medical profession;
- d. as a person representing Australia at an international sporting or cultural event.

APPEALS

COURSEWORK STUDENTS



A student may appeal against the result given in any item of assessment when that student believes that some error in grading has been made or when there are concerns about the grade awarded. In the first instance the student shall raise this matter with the lecturer concerned. After this informal dialogue, if the student still believes there are grounds to appeal, the student may formally appeal to the Academic Board of their .

Where a student believes that the review procedures in the Teaching body have not been followed with regard to an appeal against a failed final grade, **the student may appeal to the Academic Board of the College:**

- a. this is the only ground on which an appeal can be made to the Academic Board;
- b. the appeal must be submitted in writing to the Dean within ten working days of receipt of the determinative outcome of the appeal;
- c. the student must provide the Dean with documented evidence that the regulations on Review and Appeals have not been complied with;
- d. the Academic Board will deal with the appeal at its discretion;
- e. the decision of the Academic Board will be final.

COURSEWORK STUDENTS



Research degree candidates may appeal against a decision of the Academic Board:

- a. to terminate candidature;
- b. not to award the degree;
- c. not to allow re-submission.

A candidate may appeal on the grounds of:

- a. procedural irregularities;
- b. evidence of prejudice or bias.

The research degree program appeals process shall operate according to the following rules:

1. a candidate shall notify an appeal in writing to the Dean of the College within 30 days of notification of the decision which is the subject of the appeal;

2. on receipt of an appeal the Dean shall refer the matter to the Standing Committee of Council;

3. on receipt of a formal notification of an appeal, the Standing Committee of Council shall establish an adhoc Research Postgraduate Appeals Committee which shall:

- a. be composed of:
 - i. an independent chairperson, being a member of the College Council;
 - ii. the chairperson of the Academic Board;
 - iii. the Dean of the College;
 - iv. a postgraduate candidate
- b. determine and report to the College Council on appeals by research degree candidates against a decision of the Academic Board:
 - i. to terminate candidature;
 - ii. not to award the degree;
 - iii. not to allow re-submission.

4. the Appeals Committee shall meet within 21 days of having been appointed;

5. the appellant shall have the right to present to the Appeals Committee any material deemed relevant to the appeal;

6. the appellant may also exercise an option to appear before the committee in which Case:

- a. the appellant may be accompanied by an advisor whose function shall be to support the appellant;
- b. the advisor shall not be permitted to act as advocate or spokesman;

7. the decision of the Appeals Committee shall be final and shall be reported to the next meeting of the College Council.



FEE AND CHARGES

FEE-HELP

FEE-HELP is an Australian loan scheme that assists eligible students pay their tuition fees at university and other higher education providers. Australian University College of Divinity is an approved higher education provider and students may be eligible for a FEE-HELP loan to pay part or all of your tuition fees. A FEE-HELP loan does not cover costs like accommodation, laptops or text books. Information on FEE-HELP can be found on the Australian Government's 'Study Assist' website.

You are advised to contact the Registrar at your enrolled college for all information. The general process would require you to check your eligibility to get a FEE-HELP loan. If eligible, you will need a Tax File Number (TFN) and a Request for FEE-HELP assistance form, which is an online form. Your form must be filled and submitted before the Census Date.

You can borrow up to the FEE-HELP limit to pay your tuition fees. If you get a FEE-HELP loan to pay for your undergraduate course, you may have to pay a loan fee. The loan fee does not count towards your HELP limit. For up-to-date information on FEE-HELP loan limits visit the Australian Government's 'Study Assist' website.

SCHOLARSHIP POLICY

PURPOSE

The purpose of this scholarship policy is to provide financial assistance to eligible students who demonstrate academic excellence, financial need, and a commitment to their chosen field of study. Scholarships are awarded to support the mission of Olivet Theological Seminary in fostering academic achievement and supporting students in their educational and professional development.

ELIGIBILITY CRITERIA

1. Academic Excellence
 - Applicants must have a minimum GPA of 3.0 on a 4.0 scale (or equivalent for international students) from their previous studies.
 - Continuing students must maintain a minimum GPA of 3.0 to remain eligible for scholarship renewal.
2. Financial Need
 - Applicants must demonstrate financial need by submitting a completed financial aid application.
 - Priority will be given to students with the greatest financial need.
3. Enrollment Status
 - Applicants must be enrolled or accepted for enrollment as full-time students (at least 27 credit points per trimester) in a degree program at Olivet Theological Seminary.

APPLICATION PROCESS

4. Application Form

Applicants must complete and submit the Scholarship Application Form by the specified deadline.

5. Supporting Documents

Official transcripts from all previous academic institutions.

AWARDING OF SCHOLARSHIPS

6. Selection Committee
 - The Scholarship Committee, appointed by the Dean, will review all applications and make recommendations for scholarship awards.
 - The committee will consider academic achievement, financial need, commitment to field of study, and career goals in making their decisions.
7. Notification
 - Applicants will be notified of scholarship decisions via email.
 - 100% coverage of tuition fees awarded scholarships will be applied directly to the recipient's tuition account.

REVOCATION OF SCHOLARSHIP

Scholarships may be revoked if the recipient fails to maintain the required GPA, violates the institute's code of conduct, or otherwise fails to meet the terms and conditions of the scholarship.

DISCOUNT AND FINANCIAL AID POLICY

PURPOSE

To provide financial assistance to students from specific regions and countries, ensuring access to theological education and training regardless of economic barriers.

Discount Policy

Students from Pacific countries or persecuted countries are eligible for a 50% discount on tuition fees.

Financial Aid Policy

Students who demonstrate financial need can apply for financial aid to help reduce or cover their tuition fee.

ELIGIBILITY CRITERIA

Students from the following regions and countries are eligible for discounts:

1. Pacific Countries:

- Fiji
- Papua New Guinea
- Solomon Islands
- Vanuatu
- Samoa
- Tonga
- Kiribati
- Tuvalu
- Nauru

2. Persecuted Countries:

- Any country where Christians face persecution as identified by recognized international organizations (e.g., Open Doors, International Christian Concern).

APPLICATION PROCESS

3. Submit Application:

- Eligible students must submit a completed financial aid application and proof of residency.

4. Verification:

- The seminary's admissions office will verify the eligibility of applicants based on the provided documentation.

5. Approval:

- Once verified, eligible students will receive a confirmation letter detailing the discounts and fee waivers they are entitled to.

RENEWAL AND CONTINUATION

6. Academic Performance:

Discounts and financial aid are subject to annual renewal based on academic performance. Students must maintain a minimum GPA of 2.0 for undergraduate course or 3.0 for postgraduate course to continue receiving financial aid.

7. Enrollment status:

Applicants must be enrolled or accepted for enrollment as full-time students (at least 27 credit points per trimester) in a degree program at Olivet Theological Seminary.

8. Reapplication:

Students must reapply for discounts and financial aid each trimester, providing updated documentation if necessary.

ACADEMIC REGULATIONS

Satisfactory Academic Progress

Undergraduate or postgraduate students are expected to maintain a grade point average ("GPA") of at least 2.0 or 3.0 on a 4.0 scale to remain in Academic Good Standing.

ACADEMIC DISCIPLINARY

Academic Honesty

Students shall maintain academic honesty in the conduct of their studies and other learning activities at OTS. The integrity of this academic institution, and the quality of the education provided in its degree programs, are based on the principle of academic honesty. The maintenance of academic integrity and quality education is the responsibility of each student within this school. Cheating and plagiarism in connection with an academic program is an offense for which a student may be expelled, suspended, put on probation, or given a less severe disciplinary sanction.

Student Responsibilities

Students are responsible for knowing and understanding the rules of Academic Honesty as outlined in the college catalog, to include fabricating information and data, cheating, facilitating academic dishonesty, and plagiarizing. Students are responsible for communicating with the instructor if they do not understand how the policy applies to a particular class or assignment.

Definitions

Academic dishonesty is an especially serious offense. It diminishes the quality of scholarship and defrauds those who depend upon the integrity of the academic programs. Such dishonesty includes, but is not limited to, the following:

- Giving unauthorized information to another student or receiving unauthorized information from another student during any type of assignment or test.
- Obtaining or providing without authorization questions or answers prior to the time of an assignment or test.
- Using unauthorized sources for answers during any assignment or test.
- Taking part in or arranging for another person to complete an assignment or to take a test in place of another.
- Giving or receiving answers by use of signals during a test.
- Altering answers on a scored test and submitting it for a higher grade.
- Collaborating with others in a required assignment without the approval of the instructor. Stealing class assignments or portions of assignments, including electronic files, and submitting them as one's own.
- Not crediting participants for their part in a group project or claiming credit for work not done on a group project.
- Plagiarism, which is presenting as one's own in whole or in part the argument, language, creations, conclusions, or scientific data of another without explicit acknowledgment.

Examples include, but are not limited to:

- Using another person's written or spoken words without complete and proper citation.
- Using information from a World Wide Website, CD-ROM or other electronic source without complete and proper citation.
- Using statistics, graphs, charts and facts without acknowledging their source.
- Submitting a paper purchased from a term-paper service.
- Paraphrasing which is imitating someone else's argument using other words without acknowledging the source.
- Claiming credit for someone else's artistic work, such as a drawing, script, musical composition or arrangement.
- Using someone else's lab report as a source of data or results.
- Using one's own or substantially similar work, produced in connection with one course, to fulfill a requirement in another course without prior permission.
- A student may use the same or substantially the same work for assignments in two or more courses only with written permission from the instructors of all the classes involved.
- Submitting the results of a machine translation program as one's own work.

STUDENT SERVICES

ORIENTATION



At the start of each trimester, an in-person Orientation session is conducted for all students. Those residing off-campus can participate through videoconference (ZOOM). This orientation takes place in the first week of each trimester.

LIBRARY SERVICES



All students have complete access to the Ralph D. Winter Library on campus (library.olivet.org.au), as well as to our online library databases, which offer downloadable journal articles and eBooks. Librarians are available to assist with library use and research.



ACADEMIC ADVISING



Academic advising is an on-going, intentional, educational partnership dedicated to student academic success. After being admitted to OTS, students will be assigned to an academic advisor. The role of the advisor is to guide unit selection and serve as a resource with regard to the school's policies and procedures. OTS values the spiritual and academic growth that may develop from healthy student-advisor relationships. Thus, students are encouraged to communicate with their advisors throughout their course of study for advice and assistance in any academic issues. It is to students' advantage to meet with their academic advisors at least once a trimester and to know their advisors well.

COUNSELING



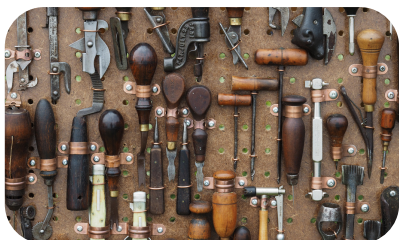
Students are encouraged to communicate openly, but respectfully, with all OTS staff members, and to seek spiritual guidance at any, especially from the Chaplain. Personal counseling is intended to help students better adjust to their academic experience and to provide support for their personal walks of faith. OTS also encourages students to maintain ties with WOA church leaders throughout their studies at OTS. OTS also allows students to seek counseling services available in their local areas by requesting referrals from our office.

CAMPUS REGULATIONS



FIRE

All persons on campus are to familiarize themselves with the location of fire extinguishers, fire exits, and fire alarms systems in your area and how to use them. Instruction in fire safety is provided to students at the beginning of the academic year.



RESPONSIBILITY FOR CAMPUS PROPERTIES

Residents are responsible for maintaining their rooms or units, including all furnishings and equipment. Any damages will be the resident's responsibility, and parents are accountable for their children's actions in this regard. Charges for lost equipment, damage, or defacement of common areas (such as the chapel, lecture halls, bathrooms, lounges, dining room, and screens) may be applied directly or equally among the residents of the affected area.

No modifications to campus accommodations are allowed without prior approval from the Property Manager.

Furniture must not be moved in or out of classrooms or public areas without the Property Manager's consent, and residents are not permitted to remove or relocate built-in or attached furnishings.

Children must be accompanied by an adult while in the main buildings. Please be mindful of other residents by ensuring children play in appropriate areas, away from roadways, classrooms, dormitories, and the library, and do not bring them to class lectures.



DORMITORY POLICIES

COMMUNITY LIVING



Please respect others' rights to privacy and maintain appropriate sound levels. Do not enter other residents' rooms without their permission. Music and noise should not be audible between rooms when doors are closed; using headphones is recommended. Residents should not be disturbed or deprived of sleep, study time, or privacy due to the inconsiderate actions of roommates or visitors.

CLEANNESS



Residents are expected to maintain their rooms in a reasonably clean and tidy condition. A vacuum cleaner is available under the stairs; please empty the vacuum bag after each use and return the vacuum cleaner promptly.

NO COOKING POLICY



Cooking is strictly prohibited inside dorm rooms. This includes the use of hot plates, microwaves, toasters, rice cookers, and any other appliances intended for food preparation.

PROHIBITED ITEMS



The following items are not allowed in dorm rooms: portable stoves, electric kettles, coffee makers, and any other kitchen appliances. Any discovered cooking appliances will be confiscated, and the resident may face disciplinary action.

FIRE SAFETY



To prevent fire hazards, the use of candles, incense, and other open flames is also prohibited in dorm rooms. Residents must ensure that all electrical outlets are not overloaded, and only approved electrical devices should be used.

FOOD STORAGE



Residents may store non-perishable food items in their rooms, provided that it does not attract pests or create hygiene issues. Perishable items must be stored in the communal refrigerator located in the designated cooking area.

COMPLIANCE



Regular inspections may be conducted to ensure compliance with the no-cooking policy. Residents found violating this policy may be subject to fines, disciplinary action, or eviction from the dormitory.



SOCIAL LIFE

SOCIABILITY



OTS values a strong sense of community and encourages students to build meaningful relationships with peers, faculty, and staff. Regular participation in communal events such as chapel services, small groups, and social gatherings is encouraged to foster spiritual growth and mutual support.

RELATIONSHIP



All students are expected to reflect Christian values in their interactions with others. This includes showing respect, kindness, and integrity in all social settings, both on and off campus. Harassment, bullying, or any form of discriminatory behavior will not be tolerated.

DRESS



Students, faculty, and staff are expected to dress in a manner that reflects the values and standards of the seminary. Clothing should be modest, neat, and appropriate for a Christian educational environment.

All attire should promote modesty and respect for oneself and others. Avoid clothing that is revealing, excessively tight, or draws inappropriate attention. Examples of inappropriate attire include low-cut tops, short skirts or shorts, and clothing with offensive or suggestive language or imagery.



OTHER POLICIES & PROCEDURES

The following student related policies and procedures can be found on the Olivet Theological Seminary website: olivet.edu.au/policies-and-procedures

Campus Location and Directions

<https://olivet.edu.au/location-%26-directions>

Campus Security

<https://olivet.edu.au/campus-security>

Critical Incidents

<https://olivet.edu.au/critical-incidents>

Disability Support

<https://olivet.edu.au/disability-support>

Emergency Contacts

<https://olivet.edu.au/emergency-contacts>

Facilities

<https://olivet.edu.au/facilities>

Freedom of Speech and Academic Freedom

<https://olivet.edu.au/freedom-of-speech>

Grievance Policy and Procedures

<https://olivet.edu.au/grievance-policy>

Health and Safety Information

<https://olivet.edu.au/health-and-safety-info>

Health and Wellbeing Policy

<https://olivet.edu.au/health-and-wellbeing>

Legal Support

<https://olivet.edu.au/legal-support>

Medical Services

<https://olivet.edu.au/medical-services>

Sexual Assault and Sexual Harassment

<https://olivet.edu.au/sexual-harassment>

Transport Information

<https://olivet.edu.au/transportation-info>



Olivet Theological Seminary delivers higher education awards as a Member Institution of the Australian University College of Divinity, an Australian University College

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