

# Faculty Handbook



**TYRANNUS ONLINE SEMINARY**  
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## 1. TOS Duties of Faculty and Staff

### 1.1 Faculty Development

- The Academic Committee of the Board of Directors (BOD) is responsible for establishing policies related to the hiring of key personnel, including the Principal, Faculty Members, and Librarian.
- TOS is committed to the development and growth of its own home-grown Faculty members to ensure continuity and institutional identity.
- The teaching staff of TOS, headed by the Principal, consists of qualified Faculty Members dedicated to the mission and vision of the seminary.
- All Faculty Members are required to be thoroughly familiar with the policies and procedures outlined in both the TOS Faculty Handbook and the TOS Student Handbook.

### 1.2 Faculty Team

The Faculty Team shall be headed by the Principal and include the following members:

- 1 Vice-Principal
- 2 Academic Dean (who will also serve as one of the Departmental Deans)
- 3 Dean of the English Department
- 4 Dean of the Chinese Department
- 5 Dean of the Bahasa Malaysia Department
- 6 Dean of Students
- 7 Librarian

All Faculty Members also serve as Church Coordinators to promote TOS through preaching, Bible study, and networking within various church contexts.

### 1.3 Faculty Training

Given the unique nature of online theological education at TOS, all lecturers and facilitators are required to:

- Follow the section on 3. Guidelines for Lecturers Running Classes Online.
- Attend in-house seminars, webinars, and other training sessions aimed at improving online teaching skills.

- Understand and uphold the TOS Statement of Faith and the TOS Faculty Handbook.
- Familiarize themselves with all relevant policies contained in the TOS Faculty Handbook and the TOS Student Handbook.
- The Faculty Team shall convene monthly (every Tuesday of the month) or at other times as deemed appropriate by the Principal.

#### 1.4 Job Description of the Principal

The Principal reports directly to the CEO and the Chairman of the BOD. His/her responsibilities include:

- Upholding the ethical and moral standards of TOS, fostering a respectful, safe environment for students, staff, and faculty.
- Overseeing curriculum development and the continuous improvement of the library.
- Recruiting, hiring, and training qualified faculty for online teaching and supporting their professional growth.
- Staying informed on technological advancements to enhance the seminary's online education platforms and tools.
- Ensuring compliance with accreditation standards set by the Asia Theological Association (ATA).
- Representing TOS within the wider Christian community and building partnerships with other seminaries, Bible colleges, churches, and organizations.
- Developing and implementing strategic plans to expand TOS's reach in Malaysia and internationally.
- Collecting and reviewing feedback on courses, faculty performance, and student satisfaction to assess and improve effectiveness.
- Creating, reviewing, and implementing policies related to academics, conduct, online learning, and internal management.
- Handling administrative duties, including budget preparation, fund-raising management, expenditure approval, and record-keeping.



- Traveling as required and maintaining confidentiality, especially concerning personnel files.

### **1.5 Job Description of the Vice-Principal**

- Assists and deputizes for the Principal as needed.
- Supports the Principal in administrative tasks, student development, and program implementation.
- Provides leadership in curriculum development, instruction, and pastoral care.
- Supervises instructional programs and ensures high teaching and learning standards.
- Assists the Principal and Academic Dean in faculty and staff recruitment, hiring, and evaluation.
- Plans and facilitates professional development opportunities for faculty members.

### **1.6 Job Description of the Academic Dean and Deans of Various Departments**

The Academic Dean oversees all academic affairs of TOS and serves concurrently as one of the Departmental Deans.

The Academic Dean is assisted by the Deans of the English, Chinese, and Bahasa Malaysia Departments.

His/her responsibilities include:

- Advising and collaborating with the Principal on educational policies and environment.
- Organizing training for new lecturers in online teaching methods.
- Coordinating course presentations, liaising with, and recruiting lecturers.
- Ensuring assessments and grading align with the Faculty Handbook policies.
- Collaborating with the Dean of Students on academic matters.

- Managing and safeguarding student files, including Master Files and Transcripts.
- Assisting in organizing the TOS Graduation Service.

### **1.7 Job Description of the Dean of Students**

- Oversees the non-academic dimensions of student life, focusing on personal, spiritual, and social development.
- Addresses student concerns and complaints, liaising as needed with the Academic Dean for academic issues or the Principal for pastoral and financial matters.
- Assists students with learning challenges, such as academic writing, study habits, and time management.
- Handles student discipline, conduct, and integrity matters.
- Works with the Principal and Academic Dean to design programs and policies that foster student well-being and growth.
- Coordinates with the Alumni Committee to plan the Annual Alumni Meeting.
- Assists in organizing the TOS Graduation Service.

### **1.8 Job Description of the Librarian**

- Catalogues and shelves all library materials.
- Maintains and updates the inventory of physical books and e-books.
- Provides electronic copies and excerpts of materials upon student request.
- Compiles and updates links to digital books and e-journals in the TOSLMS E-Library.
- Manages subscriptions to online databases, e-journals, and e-resources.
- Assists in organizing the Annual Alumni Meeting and the TOS Graduation Service.

### 1.9 Current Faculty Team (2025)

- Principal – Dr Tan Tek Seng (CEO/Acting Principal)
- Vice-Principal – Dr Andrew Teo
- Academic Dean and Dean of the English Department – Dr Phillips Koh
- Dean of the Chinese Department – Dr Hannah Lee
- Dean of the Bahasa Malaysia Department – Dr Ng Kee Chuan (Institut Pemuridan Tyrannus-KD)
- Dean of Students – Mdm Masako Masuda
- Faculty Members:
- Global Ambassador – Dr Michael Loke
- Academic Advisor – Dr Anthony Loke
- Curriculum Creator – Deacon Steven Foong

### 1.10 Job Description of Adjunct Lecturers

#### a) Teaching

- Deliver biblically grounded instruction consistent with evangelical orthodoxy.
- Foster spiritual formation in online forums, video conferences, and written feedback.
- Develop syllabi reflecting theological soundness and academic rigor.
- Respond to student inquiries within 48 hours (except weekends and holidays).

#### b) Mentoring

- Provide spiritual encouragement and vocational guidance to students.
- Model Christ-like character in all communication.

#### c) Service



- Participate in virtual faculty prayer meetings and theological roundtables.
- Engage in ongoing assessment of curriculum for doctrinal fidelity.

## **2. Guidelines for Lecturers**

### **2.1 Academic and Theological Integrity**

#### **2.1.1 Faithful Teaching**

- Ensure that all lectures, course materials, and discussions are grounded in sound biblical doctrine and align with the theological framework of TOS, as outlined in our Statement of Faith.
- Encourage students to critically engage with Scripture and theological texts, fostering spiritual growth and robust scholarly inquiry.

#### **2.1.2 Academic Honesty**

- Model academic honesty by properly citing all sources in lecture materials.
- Remind students regularly about the importance of integrity in writing and research, discouraging plagiarism or dishonest practices.

### **2.2 Course Management**

#### **2.2.1 Syllabus and Course Materials**

- Provide a clear syllabus detailing the course objectives, required readings, assignment deadlines, and grading rubrics, and submit it to the Academic Dean for approval at least two months before the class begins.
- Upload or distribute course materials in a timely manner and ensure they are accessible to all students.

#### **2.2.2 Communication**

- Use approved communication channels (e.g., email, learning management system messaging, TOS WhatsApp or WeChat group) for all course-related announcements and feedback.
- Respond to student inquiries within the timeframe established by seminary policy (e.g., within 48 hours on weekdays).

#### **2.2.3 Class Schedule**

- Adhere to the seminary's academic calendar.
- Inform students about any changes to the lecture schedule, assignment deadlines, or other important dates as early as possible.

### **2.3 Assignment Submissions**

#### **2.3.1 Direct Submissions to the Lecturer**

- Require students to submit all written assignments, presentations, and other coursework directly to you via the agreed-upon method (e.g., email, online learning platform).
- Provide clear guidance on file formats, subject line requirements, and naming conventions (e.g., Course Code, Last Name, Assignment Title), referencing the seminary's Academic Handbook as needed.
- Acknowledge receipt of assignments to assure students their work has been successfully submitted.

#### **2.3.2 Deadlines and Extensions**

- Clearly define assignment due dates in the syllabus.
- If a student requests an extension, evaluate the request on a case-by-case basis and follow the seminary's policies regarding late work or extenuating circumstances.
- Communicate any granted extension in writing.

#### **2.3.3 Feedback and Grading**

- Assess student work promptly, typically within one to two weeks, or within a timeframe established by the seminary.
- Provide constructive, detailed feedback, highlighting both strengths and areas for improvement.
- Maintain transparency in the grading process by using consistent rubrics and evaluation criteria as specified in the seminary's Academic Handbook.

### **2.4 Student Engagement and Support**



#### **2.4.1 Office Hours and Consultations**

- Offer regular “virtual office hours” for individual consultations, using video conferencing or a messaging platform.
- Encourage students to discuss concerns or seek clarification on theological concepts and academic work.

#### **2.4.2 Encouraging Spiritual Growth**

- Integrate prayer, devotionals, or spiritual reflections where appropriate to foster a holistic learning environment.
- Encourage students to apply biblical principles in their research, ministry context, and everyday life.

#### **2.4.3 Mentorship and Guidance**

- Provide guidance to students on academic writing, research methodologies, and theological reflection.
- Serve as a mentor, encouraging students to develop both academically and spiritually.

### **2.5. Professional Conduct**

#### **2.5.1 Respect and Compassion**

- Treat all students with respect, patience, and empathy.
- Be sensitive to diverse backgrounds and perspectives, fostering an inclusive online learning environment.

#### **2.5.2 Confidentiality**

- Maintain confidentiality regarding student information, grades, and any personal matters disclosed.

#### **2.5.3 Continuous Improvement**

- Seek professional development opportunities, including conferences, workshops, or theological seminars, to stay current in your field.
- Solicit feedback from students and faculty peers to enhance teaching strategies and improve course content.

## **2.6 Technology and Platform Usage**

### **2.6.1 Learning Management System (LMS)**

- Familiarize yourself thoroughly with the seminary's LMS to manage assignments, grades, discussion forums, and course announcements effectively.
- Ensure that all course materials (recorded lectures, readings, assignments) are properly organized for easy student access.

### **2.6.2 Technical Support**

- Direct students to official support channels if they face technical issues (e.g., submitting assignments, accessing lectures).
- Communicate any known technical issues to students promptly and provide alternative means of submission when necessary.

### **2.6.3 Academic Integrity Tools**

- Use plagiarism-detection tools (if provided) or other resources to uphold academic standards.
- Address plagiarism or other misconduct promptly and in accordance with the seminary's disciplinary procedures.

## **2.7. Policy Compliance and Record-Keeping**

### **2.7.1 Institutional Policies**

- Both Faculty members and Office Staff should be kept informed about Tyrannus Online Seminary's academic policies, grading scales, and code of conduct.
- The Office Administrator (OA) is responsible for implementing updates or policy changes promptly as required by the Seminary administration.

### 2.7.2 Record Maintenance

The Office Administrator (OA) is responsible to:

- Keep accurate records of student enrolment, transcripts, grades, and any disciplinary action taken against a particular student for academic plagiarism or unethical conduct.
- Store records securely using digital backups. Electronic records must undergo regular backups, with confidential data stored in encrypted formats on a hard disk and a thumb drive kept securely by the OA.
- Ensure that TOS adheres to record retention policies as set by the Seminary administration, as well as other relevant accrediting and governmental bodies.

### 2.7.3 Reporting and Evaluation

- Submit required reports (e.g., mid-term and final grades, end-of-course evaluations) to the Academic Dean by the designated deadlines.
- Participate as an observer in faculty discussions on course evaluations and self-assessment processes to maintain high academic standards.

### 2.7.4 Access and Confidentiality

- Records shall only be accessible to authorized personnel or individuals approved by the higher authorities within the Seminary administration.
- All personal and sensitive records must comply with official privacy laws and data protection regulations set forth by the institution and relevant governmental bodies.

### 2.7.5 Disposal and Destruction

- Records that have exceeded their designated retention period must be reviewed and approved for destruction.
- Approved destruction methods must ensure total and irreversible disposal. For physical records, this includes shredding; for electronic records, this includes secure and permanent digital deletion.

### 2.7.6 Policy Review



- It is considered best practice for a theological institution to review and update its Record Maintenance Policy on a regular basis.
- The policy should also be subject to immediate review as and when circumstances or regulatory requirements necessitate such updates.

### 3. Guidelines for Lecturers Running Classes Online

Online lectures can be challenging to both students and lecturers due to several factors:

- a) Technical issues – Poor internet connection, hardware malfunctions, or software glitches can disrupt the flow of the class and make communication difficult.
- b) Student engagement issues: It is not easy to gauge student engagement, and students may be distracted. Lecturers need to keep students focused and motivated.
- c) Time management issues: Online classes require careful time management, both for lecturers and students. Lecturers may need to spend additional time preparing materials, managing online discussions and assignments, and providing feedbacks.

With these in mind, the following guidelines are recommended for our Lecturers:

- 1 Lecturers are expected to set up the Zoom meeting at least 15 minutes before the beginning of the lecture. TOS Monitors may be appointed for this purpose.
- 2 Lecturers ought to be punctual and begin the class with a prayer.
- 3 Setting up a conducive fixed place for teaching is encouraged. This will help you to avoid using online filters which can be both distracting and a problem with students who have difficulties with bandwidth.
- 4 Keep the noise level in the background low. Check noise from air-conditioning; the effect of wind generated by fans; noisy fan blades; television; or loud music.
- 5 Lecturers are expected to be dressed decently while online.
- 6 Students are expected to always have their camera on with their face in view. Lecturers may excuse this requirement only for extraordinary reasons.

- 7 Due to the higher incidences of distraction at the student end of the online class, all lecturers are expected to call students by their name regularly for participation.
- 8 It is recommended that the lecture hour takes a break, and end with Q&A. For example, a one-hour lecture time may be broken into 30 minutes of content delivery, followed by a 10-minute break, and 20 minutes for Q&A.
- 9 Avoid multitasking when online. Lecturers should be extremely wary about being seen eating, dressing, or engaging in any other activities that should be private.
- 10 Avoid the intrusion of pets and children when online.
- 11 Refrain from discussing anything other than class materials. Discussing politics, making disparaging racist or misogynist remarks, or anything that can be construed as bullying or casual sexualization, will not be tolerated.
- 12 Lecturers are also to adhere to the TOS Faculty Handbook.

#### **4. TOS Disciplinary Policy for Faculty and Staff**

##### **4.1 Purpose**

The purpose of this policy is to establish clear guidelines for addressing performance or behavioural issues among staff at TOS, an online theological seminary. This policy ensures fairness, promotes a positive work environment, and upholds the institution's mission to provide Christ-centred education. Discipline is intended to be corrective, fostering accountability and growth while maintaining the integrity of the seminary community.

##### **4.2 Scope**

This policy applies to all staff members, including full-time, part-time, and contract employees, working remotely or in any capacity for TOS. It covers violations of seminary policies, behavioural expectations, or performance standards as outlined in the job descriptions.

### 4.3 Biblical Foundation

As a theological institution, TOS grounds its approach to discipline in biblical principles, such as those found in Matthew 18:15-17 (addressing issues privately and escalating only as needed) and Galatians 6:1 (restoring gently with humility). Discipline is exercised with the goal of restoration, accountability, and alignment with the seminary's mission.

### 4.4 Grounds for Disciplinary Action

Disciplinary action may be initiated for, but is not limited to, the following:

- **Performance Issues:** Failure to meet job expectations, such as consistent delays in course content delivery, inadequate support for students, or neglect of administrative duties.
- **Behavioural Misconduct:** Actions contrary to the seminary's code of conduct, including unprofessional communication, harassment, discrimination, or violation of confidentiality in online platforms.
- **Theological Integrity:** Publicly promoting teachings that contradict the seminary's Statement of Faith or engaging in conduct that undermines the institution's doctrinal commitments.
- **Technology Misuse:** Improper use of seminary systems, such as learning management platforms, email, or virtual meeting tools, including unauthorized access or sharing of sensitive data.
- **Non-Compliance with Policies:** Violation of policies such as failure to adhere to remote work protocols or data security guidelines.

### 4.5 Disciplinary Process

The disciplinary process is progressive but allows flexibility based on the severity of the issue. All steps will be documented and conducted with confidentiality, respect, and fairness.

#### Step 1: Verbal Counselling

- **Purpose:** Address minor issues informally to encourage improvement.
- **Process:** The supervisor will meet with the staff member via a secure virtual platform (e.g., Zoom) to discuss the concern, clarify expectations, and provide



guidance. A written memo summarizing the discussion will be placed in the employee's file.

- Example: A staff member repeatedly submits course materials late. The supervisor discusses timelines and offers support to improve time management.

### Step 2: Written Warning

- Purpose: Address persistent or more serious issues that were not resolved through verbal counselling.
- Process: The supervisor will meet with the staff member (virtually or in writing) and issue a formal written warning, outlining the issue, expectations for improvement, and a timeline for compliance. The staff member will sign the warning to acknowledge receipt, and a copy will be placed in their file.
- Example: A staff member continues to miss deadlines despite verbal counselling. A written warning specifies a 30-day period to demonstrate improvement.

### Step 3: Performance Improvement Plan (PIP)

- Purpose: Provide structured support for ongoing issues or significant performance gaps.
- Process: The supervisor will develop a PIP outlining specific goals, timelines, and resources for improvement. The staff member will meet regularly (e.g., bi-weekly via virtual check-ins) to review progress. Failure to meet PIP objectives may lead to further action.
- Example: A staff member struggles with facilitating online discussions. The PIP includes training on virtual engagement tools and a requirement to improve student feedback scores within 60 days.

### Step 4: Suspension or Termination

- Purpose: Address severe or unresolved issues that significantly impact the seminary's operations or mission.
- Process: Suspension: For serious violations, a staff member may be suspended without pay for a specified period, pending investigation. Suspensions will be communicated in writing, with clear reasons and conditions for return.

- Termination: If the issue remains unresolved or is egregious (e.g., gross misconduct, such as harassment or breach of data security), termination may occur. The decision will involve the supervisor, and, if necessary, senior leadership. Termination will be documented and communicated in writing.

Example: A staff member is found to have shared confidential student data. After investigation, termination is deemed necessary to protect the seminary community.

#### 4.6 Confidentiality and Documentation

- All disciplinary actions will be conducted confidentially, with information shared only with those directly involved (e.g., supervisor, senior leadership).
- Documentation, including memos, warnings, and PIPs, will be stored securely in the employee's personnel file, accessible only to authorised personnel.
- Online communications (e.g., emails or virtual meeting recordings) related to discipline will comply with data security policies.

#### 4.7 Appeals Process

- Staff members may appeal disciplinary actions within 15 business days of the decision.
- Appeals must be submitted in writing to the supervisor stating the grounds for the appeal.
- The appeal will be reviewed by a designated committee, including a senior administrator not involved in the original decision. The committee will conduct a virtual hearing if needed and issue a final decision within 20 business days.

#### 4.8 Anti-Retaliation

- TOS prohibits retaliation against any staff member who reports a concern, participates in an investigation, or appeals a disciplinary action.

- Reports of retaliation should be made immediately to the supervisor and will be investigated promptly, with violators subject to disciplinary action.

#### 4.9 Responsibilities

- Supervisors: Initiate and document disciplinary actions, provide clear feedback, and support staff improvement.
- Staff Members: Adhere to seminary policies, engage in the disciplinary process in good faith, and seek clarification when needed.

#### 4.10 Policy Review

This Disciplinary Policy will be reviewed within 5 years or as and when necessary by the senior leadership to ensure alignment with legal requirements, best practices, and the seminary's mission.

### 5. Lecturer Feedback

This is an important part of how TOS operates since we depend on feedback to continuously improve ourselves. Please submit it after a Course is finished.

- 1 Were you able to use the online platform (Zoom) effectively? Name any technical issues related to this.
- 2 Were there any problems in the designated lecture hours for yourself or the students?
- 3 Were the students able to understand your expectations regarding participation, deadlines, and grading?
- 4 Were you able to create an interactive and engaging learning environment by incorporating discussions, group activities, and multimedia content? If not, why? Were there any innovations you tried? Was it successful?
- 5 Were you able to communicate clearly and effectively with your students, using simple and concise language? Please elaborate on challenges in this area.
- 6 What were the teaching methods and tools you used to accommodate different learning styles to keep students engaged?



- 7 Were you able to provide regular feedback to your students, both on their progress and participation in the course? Did you face any issues in this?
- 8 Were you able to get the students to collaborate by creating online discussion groups or group projects? Was this successful?
- 9 Were there any disruptive elements during the online classes? State them here and tell us how you dealt with it.
- 10 How will you evaluate and refine your online teaching strategies in the future?

## 6. Bachelor of Theology—Suggested Course Assessment Scheme & Rubrics

Applicable to: Biblical Studies, Theological Studies, and Applied Theology (3 Credit Hour Courses)

### 6.1 Assessment Scheme (3 Credit Hours)

Component	Description	Weight
Attendance & Participation	Presence in online sessions, active engagement in forums, and timely submissions	10%
Weekly Reflections	500-word reflections after each class session (10–12 reflections x ~2.5–3% each)	30%
Term Paper / Exegesis / Major Project	3,000-word theological, biblical, or applied ministry project or exegetical paper	40%
Book Review / Quiz	1,000-word critical review of assigned book(s) or thematic quiz on course content	20%
<b>Total</b>		<b>100%</b>

**Attendance & Participation (10%)**

Criteria	Score Range
Full attendance, active engagement	9-10%
Mostly present, some engagement	7-8%
Irregular attendance, limited input	5-6%
Rarely present or disengaged	0-4%

**Weekly Reflections (30%)**

Criteria	Score Range
Deep insight, theological clarity, thoughtful structure	27-30%
Good reflection, clear thought, some issues	24-26%
Basic observation, limited integration	21-23%
Minimal effort, vague or unclear	15-20%
Incomplete or missing	0-14%

**Term Paper / Exegesis / Major Project (40%)**

RUBRICS	36 -40%	28-31%	20-27%	0-19%
Essay Objective	Precisely stated	Clearly presented	Somewhat clear	Quite vague
Content	Full mastery of the subject matter	A good grasp of the subject matter	An average grasp of the subject matter	A weak grasp of the subject matter or outright plagiarism
Organization: Paragraphs	Each paragraph encapsulates one key idea or argument which can be expanded into several paragraphs;  a direct connection and logical flow	Paragraphs are well utilised to explain a key point or argument.  Some coherence is demonstrated between the related ideas or arguments in the subsequent paragraphs; able to develop the ideas or	Usage of long paragraphs to convey several ideas or arguments.  slight coherence of thinking between the ideas or arguments, and a limited development of the ideas or arguments to	No proper paragraphs displayed to present an idea or argument; subsequent paragraphs have little relationship or connection to the preceding paragraph; ideas or arguments are

	between the subsequent idea or argument in the ensuing paragraphs	arguments satisfactorily	the point of being simplistic	not well developed in the essay
Style:  Sentence Structure	Using a mixture of simple, compound, complex, and compound complex sentences to communicate the idea or argument lucidly and logically	Some ability in the usage of different sentence structures to convey an idea or argument; a clear presentation of thinking throughout the whole essay	Sentence structure only limited to simple and compound sentences, with a poor communication of the idea or argument	Could only use simple sentences in the essay;  not able to articulate the idea or argument in a clear and coherent manner
Grammar	Excellent grammar, vocabulary, spelling, syntax and punctuation	Occasional errors in grammar, spelling, syntax and punctuation	Lack of proof reading resulting in errors of grammar, syntax, punctuation, spelling.	Too many grammatical errors in the essay
Thinking skills	Outstanding analysis, synthesis and evaluation of material;  adducing persuasive and convincing arguments based on logic and reasoning	Very good analysis, synthesis, and evaluation of material;  using sound arguments to convince the reader to	Reasonable analysis, synthesis, and evaluation of material; weak arguments to persuade readers	Minimal analysis and understanding of concepts in the material
Research skills	The claims are well supported and validated by reputable journals and recommended textbooks on the issue at stake, and the citations are exceptionally well integrated with each other.  excellent range of current views and latest research	The claims or assertions are only buttressed by a few reputable sources and are loosely integrated with each other.  some awareness of current scholarly views and the latest research	The claims have very little support from reputable sources; citations are mostly taken from secondary or unofficial sources, with hardly any linkage to each other.  little awareness and sparse citations of current scholarly views and the latest research	The claims are not supported by published sources in books and journals, but relying more on anecdotal stories and personal experiences.  no awareness of current scholarly views and the latest research



**Book Review / Quiz (20%)**

Criteria	Score Range
Critical interaction, analytical depth, and theological awareness	18–20%
Clear summary and thoughtful engagement	15–17%
Mainly descriptive with limited reflection	12–14%
Disorganized or shallow analysis	8–11%
Not submitted or failed quiz	0–7%

**Grading Scale**

Grade	Percent Range	GPA	Description
A	95–100	4.0	Excellent
A–	90–94	3.7	Very Good
B+	85–89	3.3	Good
B	80–84	3.0	
B–	75–79	2.7	
C+	70–74	2.3	Satisfactory
C	65–69	2.0	
C–	60–64	1.7	
D+	55–59	1.3	
D	50–54	1.0	Pass
F	0–49	0.0	Failing

## 6.2 Suggestions and Options for Lecturer Modifications

Lecturers are permitted to customize assessment components in alignment with the specific learning outcomes of each course. Possible modifications include, but are not limited to, the following options:

### Alternative to Weekly Reflections:

- Spiritual Journals
- Scripture Application Logs
- Discussion Board Essays

### Modifications to Major Project:

- Case Studies
- Group Projects
- Sermon Preparation and Presentation
- Practical Ministry Report

### Alternative to Book Review:

- Guided Theological Dialogue
- Annotated Bibliography
- Take-home Quiz

### Examinations (Optional):

- Midterm Examination (weighted at 20%)
- Final Examination (weighted at 30%)

- Examinations may cover theology, biblical knowledge, or practical application as appropriate.

Mentoring Component (Optional):

- Incorporation of regular mentoring reflections or progress reports (up to 10% of total grade).

Interactive Learning Options:

- Structured Class Debates
- Theological Case Evaluation through Role Play

All customized assessments must remain consistent with the course's theological soundness, academic rigor, and the broader objectives of TOS's curriculum.

Last revised: 4.7.2025