



STUDENT HANDBOOK

TURNER THEOLOGICAL SEMINARY

2024-2025

Turner Theological Seminary
702 Martin Luther King Jr. Dr. SW,
Atlanta, GA 30314
(404) 527-0080
www.turnerseminary.org



2021

BLACK
GRADS
CLASS





Welcome **Message**

Turner Theological Seminary remains committed to its motto, "For a Prepared Ministry," in keeping with its founders' goal of being "an institution for the preparation of training for every department of Christian work." Henry McNeal Turner's vast history and impact emphasize his capacity to prepare clergy and laypeople for an ever-changing theological terrain. TTS encourages students to live a bold, Christ-centered, influential life. Along with academic excellence, our commitment to preparing you to excel in mind and soul distinguishes us from others. Our students, professors, and administration all have a common goal: to make a major difference in the world. That is the T.U.R.N.E.R. difference. We welcome you to come see for yourself.

- Ammie Davis, M.Div., MBA, Ph.D.

President

Dr. Ammie L. Davis is a native of Hattiesburg, Mississippi, with an enthusiastic, innovative, and holistic approach to the Worship Experience, community outreach, and pastoral care for God's people. Dr. Davis is an Itinerant Elder in the African Methodist Episcopal (AME) Church and a member of the Atlanta North Annual Conference of the Sixth Episcopal District of the AME Church. Dr. Davis is the Eighth President of Turner Theological Seminary, Atlanta, Georgia, former Connectional First Vice President of AME/Women in Ministry (WIM), and a member of the Commission on Chaplains of the AME Church. Dr. Davis is the first woman and Navy Chaplain to serve as President.



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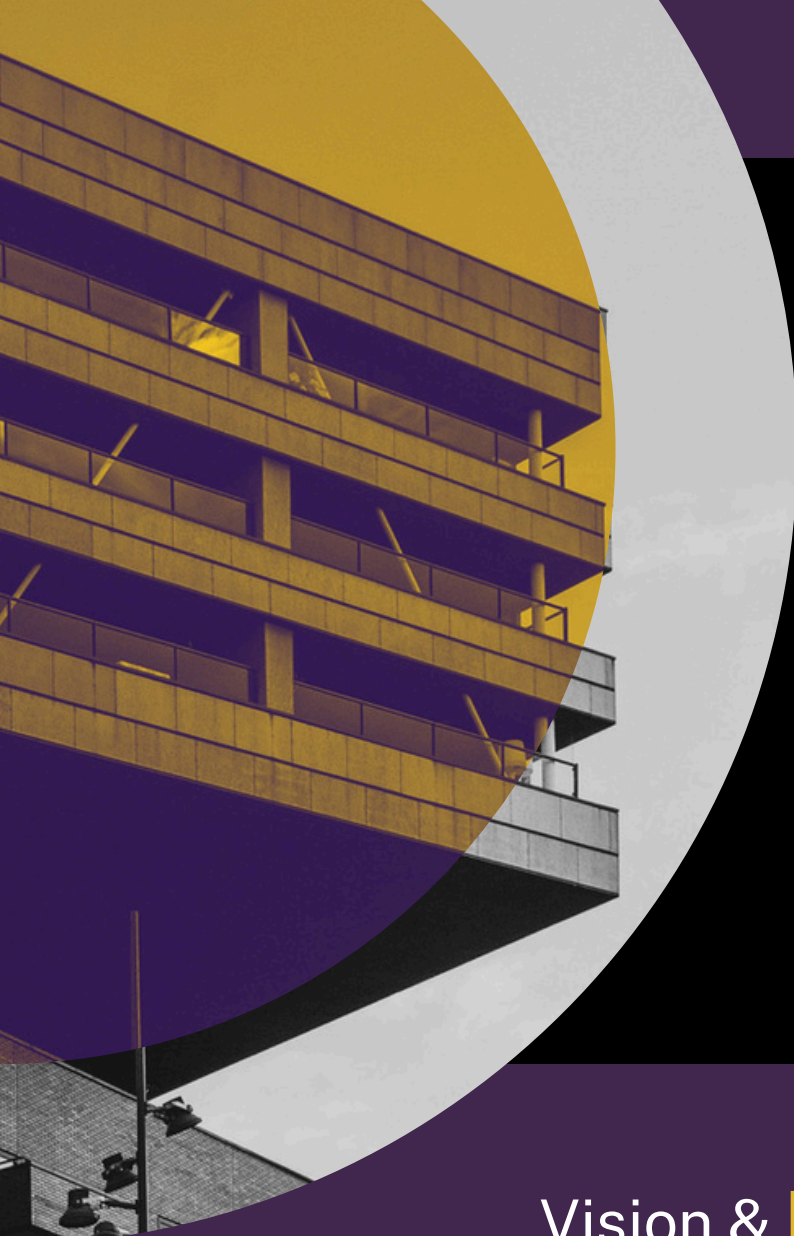
About **Turner**

Turner Theological Seminary is in the process of becoming an applicant for accreditation with the Transnational Association of Christian Colleges and Schools (TRACS) to award master's and certificate degrees. Contact TRACS at 15935 Forest Road Forest, Virginia 24551, or call (434) 525-9539

THE CONTENTS OF THIS HANDBOOK ARE GOVERNED BY THE CHARTER AND BYLAWS OF TTS. TTS, therefore, reserves the right at any time to adjust and/or change the content of this handbook. Please consult with the Director of Admissions, Retention, and Student Services as policies are updated and procedures are enhanced. These procedures refer to regular business days, excluding Saturdays, Sundays, and holidays. Also, it is a rule of the processes that any matter adjudicated in one appeal cannot be used to form the basis of a second or separate appeal.

Turner Theological Seminary does not discriminate among applicants to, or participants in, its degree programs based on gender, sexual orientation, race, religion, ethnicity, national origin, or physical disability.

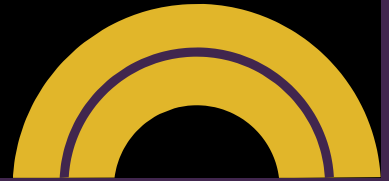
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*Worship God
Wholeheartedly.
Teach God’s Word
Effectively.
Reach Out to Others
Creatively.
Encourage Others
Continually.*

-President Ammie L. Davis



Vision & **Mission**

Our Mission

Turner Theological Seminary (TTS) is African Methodist Episcopal in origin and affiliation and multid denominational in spirit. TTS prepares men and women for ecclesial leadership in the African-American tradition of theological reflection, liberation, evangelism, justice, and reconciliation and transforms a diverse community of learners into future global leaders who impact the church and the world.

Our Vision

Turner Theological Seminary (TTS) is to be the seminary of choice for people who desire to pursue excellence through theological perspectives with an emphasis on social justice as a transformational seminary in the world.

Our Motto

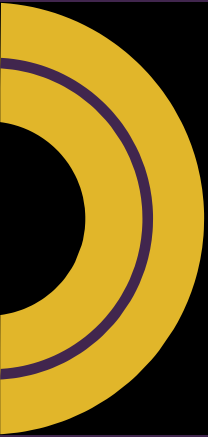
Turner Theological Seminary remains committed to its motto “For a Prepared Ministry” in keeping with the aim of its founders to be an institution for the preparation of men and women for every aspect of Christian Education.



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Our **Faith Statement**

Turner Theological Seminary (TTS) hereby affirms its historical affiliation with the African Methodist Episcopal Church (AME). In fulfillment of its mission as an institution of higher education, steeped in the foundational beliefs of The AME Church, Turner Theological Seminary is committed to the motto of “God Our Father, Christ Our Redeemer, the Holy Spirit Our Comforter, Humankind, Our Family.



Academic Calendar

The academic calendar is the responsibility of the Office of the Provost (CAO), and it is maintained and disseminated by the Office of the Registrar.

Fall 2024

Registration Begins	June 7
Early Term	Aug. 9-13
Faculty Workshop	Aug. 17-18
New Students Orientation/Registration	Aug. 19
Returning Students/Registration	Aug. 20
Classes Begin	Aug. 23
Drop/Add Period ends on Aug 28 at 11:59 PM	Aug. 23-28
Withdrawal period with 'W' Begins	Aug. 30
Labor Day Holiday	Sept. 6
Connection Week 1	Sept. 13-17
Fall Convocation	Sept. 14
TTS Board Meets	Oct. 7
Connection Week 2	Oct. 4-8
Mid-Term Week	Oct. 11-15
Deadline to withdraw with 'W', ends at 11:59 PM	Oct. 18
Withdrawal period with 'WF'/Penalty Begins	Oct. 19
Spring Advisement Week	Oct. 25-29
Spring Registration Begins	Nov. 1
Admission Deadline	Nov. 2
Connection Week 3	Nov. 8-12
Last Day to Withdraw (incl. 'WF' Penalty) at 11:59 PM	Nov. 9
Thanksgiving Recess	Nov. 24-28
Cross Registration Deadline	Dec. 1
Last Day of Classes	Dec. 3
Last day to pre-register for Spring	Dec. 15
Final Exam Week	Dec. 6-10
Semester Ends	Dec. 10
Grades Due: by 5 PM	Dec. 21
Incomplete Grades Due	Jan. 7

Academic Calendar

Spring 2025

Registration Begins	Nov. 1
J-Term Classes	Jan. 3-7
New Students Orientation/Registration	Jan. 6
Returning Students/ Registration	Jan. 7
Classes Begin	Jan. 10
MLK Jr. Observance	Jan. 17
Drop/Add Period – ends on January 15 at 11:59 PM	Jan. 10-14
Withdrawal Period with ‘W’ Begins	Jan. 25
TTS Founders Day/Board Meets	Feb. 2-4
Connections Week 1	Feb. 7-11
Mid-Term Week	Feb.28-Mar4
Last Day to Withdraw with ‘W’, ends at 11:59 PM	Mar. 8
Withdrawal ‘WF’/Penalty Begins	Mar. 9
Connections Week 2	Mar. 7-11
Spring Break	Mar. 21-25
Fall Advisement Week	Mar.28-Apr.1
Connections Week 3	Apr. 4-8
Last Day to Withdraw ‘WF’ Penalty ends at 11:59 PM	Apr. 5
Registration for Summer and fall	April 11
Good Friday and Easter Monday Recess	Apr. 15-18
Cross Registration Deadline: Summer	Apr. 15
Last Day of Classes	Apr. 22
Final Exam Week	Apr. 25-29
Honors and Awards Day	Apr. 28
Semester Ends	Apr. 29
Senior Grades Due by 11:59 PM	May 2
Remaining Grades Due, by 11:59 PM	May 6
Commencement	May 7
Faculty Workshop	May 17-18
Incomplete grades due	May 28
Admission Deadline	July 1
Last Day to pre-register for Fall	July 30

Institutional Goals

Inherited from the work in the Interdenominational Theological Center consortium, these institutional goals reflect Turner's commitment to excellence and innovation in Theological Education. TTS' Institutional Goals are the responsibility of the Board of Trustees and are part of its strategic plan development.



1. To educate men and women for leadership in Christ's Church and the world.

2. To demonstrate academic excellence in teaching and research.

3. To attract, support, and retain qualified students capable of fulfilling the mission of the institution, who will foster and advocate diversity; promote integrity and competence in Christian leadership; and encourage justice, reconciliation, liberation, and peace.



4. To provide a critique, informed by the perspectives of African American and other global interpretations, of Western, male-dominated theological education.

5. To encourage scholarly research and publications related to Africa and the Diaspora African religious experience, the African American Church, and the church universal.

6. To attract, develop, and retain competent faculty, staff, and administrators.



7. To ensure that the learning, working, and living environment is healthy, safe, and secure through strong administrative practices.

8. To develop and sustain partnerships that enhance the education of students, provide opportunities for community service, and foster interreligious dialogue.

9. To maintain fiscal stability and to strengthen the financial vitality of Turner Theological Seminary.

Code of Ethics

TTS is a historically Black Christian institution of higher learning dedicated to developing lay and clergy leadership with a liberating and transforming spirituality, creating communities of justice and reconciliation on the local and global levels. Thus, we commit ourselves to the following covenant:



- We commit ourselves to practicing and pursuing integrity in academic and professional excellence from the classroom to the office to the board room, through our use and allocation of time, talents, and resources — physical, intellectual, and financial.

- We commit ourselves to maintaining and supporting mutual respect and integrity for ourselves, individuals and the community through our daily interactions with each other in the use of appropriate language and behavior.

- We commit ourselves to gender inclusivity.



- We commit ourselves to the enhancement and nurture of appropriate needs of individuals and the community in ways that build up the healthy functioning of both.

- We commit ourselves to respect the diversity of ecumenical, theological, ideological, and personal expressions of the various faiths and traditions found in our community.

- We commit ourselves to celebrate and build upon the best of our African cultures and heritages through our work and life together.

- We commit ourselves to the pursuit of intellectual excellence through the open engagement of critical thought and debate and through the honest critique of each other's ideas and beliefs.



- We commit ourselves to providing a safe physical and psychological environment for all members of the community regardless of one's race, color, religion, sex, national origin, age, sexual orientation, ability, or any other characteristic protected by law.

- We commit ourselves to maintaining and providing services and physical resources and spaces which promote the mission and fiscal integrity of the institution, and which demonstrate appreciation and celebration of the gifts of others.

- We commit ourselves to holding each other and ourselves accountable to adhering to the statements made in this covenant.



Special **Statements**

The experience of life at TTS is a construction of a variety of individuals supported by the different policies that we share in this handbook.

Statement of Non-discrimination

Turner Theological Seminary (TTS) does not discriminate based on gender, race, age, color, disability, gender identity or expression, genetic information, sexual orientation, religion, veteran status or national origin in the execution of its educational programs, activities, employment, daily operations or admission policies. No person shall on the basis of sex be excluded from, participation in, or be denied the benefits of, or be subjected to discrimination from any of the TTS programs or activities.

Disability Accommodations

The TTS is committed to complying fully with the Americans with Disabilities Act (ADA) for students and employees. Doing so examples an environment that delivers equal opportunity in matriculation for our students and employment for qualified persons with disabilities. All associated matriculation and employment practices and activities are conducted on a non-discriminatory basis. Contact the Office of Human Resources for further information on associated policies and guidelines.

Health Appreciation Directive

Health Insurance Portability and Accountability Act of 1996 (HIPAA), initiated by the US Department of Health and Human Services establishes standards, principally the Standards for Privacy of Individually Identifiable Health Information (Privacy Rule) for all institutions and/or entities subject to this standard as they engage in the access and review of medical information for persons receiving their services. The Privacy Rule standards addresses the use and disclosure of individuals' health information as well as standards for individual privacy rights to understand and control the use of their health information.



Special **Statements**

Equal Employment Opportunity

In further support of the academic environment for the TTS student, the institution seeks to provide equal employment and advancement opportunities to all individual employees.

Associated decisions at the TTS will be based on merits, qualifications, and abilities. The TTS does not discriminate in employment opportunities or practices based on race, color, religion, sex, national origin, age, or any other characteristic protected by law.

The TTS will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship. This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training.

Any employees with questions or concerns about any discrimination in the workplace among personnel and students are encouraged to bring these issues to the attention of their immediate supervisor or the Human Resources Office. Employees can raise concerns and make reports without fear of reprisal. Anyone engaging in any unlawful discrimination will be subject to disciplinary action, up to and including termination of employment.

Statements of Confidentiality

Following the Federal Educational Rights and Privacy Act (Sec.513 of P.O. 93-380, Education Amendments of 1974, which amends the General Education Provision Act, (sec.438), students of the TTS are hereby informed of the right of access to their official records as described in the act. TTS will comply with all applicable federal regulations, including the Buckley Amendment of 1994. FERPA was designed to protect the privacy of educational records, to establish the right of students to inspect and review their academic records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings.

FERPA allows schools to disclose academic records without the consent of the following parties or under the following conditions (34 CFR § 99.31):



Special **Statements**

- School officials with legitimate educational interests;
- Other school to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties about financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena; and
- Appropriate officials in cases of health and safety emergencies.

Inspection provides students opportunities to resolve challenges correct, delete, or update the content of maintained education records to ensure that they are not misleading, inaccurate, or include inappropriate information. To file a complaint with the U.S. Department of Education concerning alleged failures by the TTS to comply with the requirements of FERPA, students may contact:

Family Policy Compliance Office U.S. Department of Education 600 Independence Avenue,
S.W. Washington, DC 20202-4605

All services provided to students are confidential. A confidential medical record is established and maintained for every student receiving ADA accommodations via the Director of Admissions, Retention, and Student Services. The confidentiality of a student's record of academic support via ADA is protected under the federal (FERPA), Georgia state law, and/or TTS Policy, as applicable.

The policy of TTS is that information can only be released or received with the student's written permission if otherwise permitted under FERPA.



Special **Statements**

TTS CODE OF ETHICS

As an African Methodist Episcopal in origin and affiliation and multid denominational in spirit, TTS prepares men and women for ecclesial leadership in the African-American tradition of theological reflection, liberation, evangelism, justice, and reconciliation and transforms a diverse community of learners into future global leaders who impact the church and the world.

- We commit ourselves to practicing and pursuing integrity in academic and professional excellence from the classroom to the office and the boardroom through our use and allocation of time, talents, and resources, physical, intellectual, and financial.
- We commit ourselves to maintaining and supporting mutual respect and integrity for ourselves, individuals, and the community through our daily interactions with each other using appropriate language and behavior.
- We commit ourselves to acts of gender inclusivity.
- We commit ourselves to enhancing and nurturing the appropriate needs of individuals and the community in ways that build up the healthy functioning of both.
- We commit to respecting the diversity of ecumenical, theological, ideological, and personal expressions of our community's various faiths and traditions.
- We commit to celebrating and building upon the best of our African culture and heritage through our work and life together.
- We commit to pursuing intellectual excellence through the open engagement of critical thought and debate and honest critique of each other's ideas and beliefs.
- We commit ourselves to provide a safe physical and psychological environment for all members of the community regardless of one's race, color, religion, sex, national origin, age, sexual orientation, ability, or any other characteristic protected by law.
- We commit ourselves to maintaining and providing services, physical resources, and spaces that promote the mission and fiscal integrity of the institution and demonstrate appreciation and celebration of the gifts of others.
- We commit ourselves to holding each other and ourselves accountable for adhering to the statements made in this covenant.



Students' Rights & Responsibilities

TTS functions as an African Methodist Episcopal in origin and affiliation and is multid denominational in spirit. TTS prepares men and women for ecclesial leadership in the African-American tradition of theological reflection, liberation, evangelism, justice, and reconciliation and transforms a diverse community of learners into future global leaders who impact the church and the world. TTS articulates this vision via a practice of inquiry and free expression. Such educational practice is essential for TTS to be the seminary of choice for people who desire to pursue excellence through theological perspectives, emphasizing social justice as a transformational seminary in the world.

Any assertion of rights and freedoms by TTS for itself and its students implies a willingness to assume associated responsibilities. TTS protects individual liberty and also expects the following from its students, faculty, and administration: 1) Recognition of the primary academic purposes of the institution, 2) Respect concerns for the rights and freedoms of others, 3) Commit to the rule of reason in settling disputes, and 4) Affirm a sense of faithful praxis. The purpose of delineating rights, freedoms, and responsibilities that follow is to foster learning and the free exchange of ideas within this cooperative academic community.

It is understood that TTS students are adults. TTS supports student freedom and encourages them to make decisions. They are required to assume responsibility for and accept the consequences of their behavior. With self-governance comes an obligation to participate in a system of regulations conducive to learning, teaching, and protection of the rights, safety, and property of others, as well as ensure the orderly functioning of the Seminary. TTS developed these statements and descriptions of Student Rights and Responsibilities in environments conducive to education, development, and community work for its students as it delivers its mission.

Student Rights

Student rights are civil, constitutional, contractual, and consumer privileges regulating student freedoms to use their educational investment best.

- Right to basic institutional facts before admission. Qualified persons and information sharing that meet the needs of prospective students and expressed availability for answering questions that arise during inquiring, finalization of admission, maintenance of matriculation, and graduation.
- Right to TTS follow its regulations, policies, procedures, and directives. This means that students have at their disposal persons who are knowledgeable and qualified to ensure the accurate and appropriate development and disposal of regulations, policies, procedures, and directives. These are in place for the institution's operation and to protect all TTS students.

Students' Rights & Responsibilities

- Right to the fulfillment of promises made by catalogs, handbooks, advisors, student codes, and verbal promises. Therefore, students have the right to be notified of changes in institutional catalogs, manuals, regulations, policies, and degree requirements.
- Right to access Center policy, regulations, and statistical data are published and readily available. Students can locate institutional statistics via appropriate websites (DOE) and electronic bulletin boards that report significant institutional data for public sharing for the purposes of informed decision-making by prospective and continuing matriculants. This information can include but is not limited to tuition, fees, net price of attendance, tuition plans, statistics including sex, ability, ethnicity, transfer student ratios, degrees offered, enrolled and awarded, and transfer credits.
- Right to privacy in higher education. This privacy would be the same rights extended to the community at large. Students have the right to access their records, dispute record keeping, and have limited control over the release of documents to third parties.
- Right to a continuous tract during a period of constant enrollment; therefore, the student has the right to graduate so long as they fulfill the requirements as they were initially communicated, subsequently being notified of degree changes and impact upon her or him as a current matriculant.
- Right to learn from the instruction as instructor acts within departmental and institutional guidelines. This includes the right to an accurate course syllabus for each course. They reflect what was advertised. Accuracy is reflected in the following markers: there is a description of the course and level of instruction, appointments for managing and covering course content at sufficient depth, policy statements that facilitate adherence to institutional mission, directives for achieving learning outcomes, uniformity across class sections, fair grading as referenced in institutional resources and procedures for resolving student concerns and complaints.
- Right to affirmative action, which protects students from discrimination of any type. Students can also expect freedom from discrimination/harassment in the exercise of affirmative action, the right not to be discriminated against based upon national origin, age, equal treatment of student groups, ability discrimination, and/or dismissal. This is the right to due process in disciplinary action. Students have the right to protection from sex discrimination/harassment in higher education and the right to sex equality in providing and participating in student services and activities.



Students' Rights & Responsibilities

- Right to protection from injury on campus includes but is not limited to physical, mental, or emotional experiences or engagement. Students have the right to expect limited fiduciary care in ways that demonstrate institutional care in service of the student's best interest; consideration regarding the safety of students; right to grievance filing process; and right to protection from foreseeable crime on campus; protection from injury caused by other students.
- Right to protection from unwarranted search and seizure.
- Right to constitutional freedoms and protections in higher education; this includes the right to free speech and association, the right to free religious and unaccepted speech.

Student Responsibilities

Students are responsible for ensuring their TTS email address is accurately operating. This is the primary means of communicating with TTS students. Students are also responsible for ensuring their personal information is current in all offices and accountable for sharing with them on behalf of the institution; this includes but is not limited to Offices of the Registrar, Financial Services, Financial Aid, and Student Services. Current information includes addresses, telephone numbers, and backup email addresses where appropriate. The institution assumes responsibility for maintaining accurate records and updating significant data points.

Students are responsible for being informed of and adhering to all institutional policies governing their admission and retention as a student of TTS. Therefore, students are responsible for understanding the policies and grading procedures for all courses they are enrolled in. Students who believe that they have been subject to unfair or discriminatory academic evaluation by faculty members are encouraged to discuss the matter thoroughly with their instructor(s). Faculty should be prepared to explain the rationale for their grading. When a resolution is not possible through such informal discussion, students are responsible for learning and adhering to the processes for filing and following procedures for communicating and resolving grading disputes and complaints.



Students' Rights & Responsibilities

- TTS students and student organizations are accessible to examine and discuss questions of interest to them and express their opinions publicly and privately. All constituencies are expected to take responsibility for their public expressions; anonymous expressions are inimical to the free and open exchange of ideas.
- Student organizations are responsible for exercising intuition when bringing guest speakers that address issues and matters of interest to campus. These speakers are expected to complement the student's academic endeavors. TTS develops procedures for the orderly scheduling and presentation of speakers and other programs. Student sponsoring organizations, following TTS policies and directives regarding speakers, should clearly state the sponsoring organization's name in their publicity. Sponsorship of a guest speaker does not necessarily imply endorsement by the sponsoring group or the college.
- Student organizations are to make responsible use of the TTS logo and branding materials in publicizing student events and activities. TTS develops policies and procedures for accessing and use of the TTS logo. Student sponsoring organizations use the TTS logo following TTS policies and directives. The use of the TTS logo implies institutional support of its students, their academic pursuit and faith action, and commitment to varying diversities, which expand their seminal preparations for ministry and public service.
- TTS students are responsible for their participation in institutional governance. All associated participation occurs as active student commitment to the total well-being of the institution via student government organization and associated committee participation.
- TTS students are responsible for knowing and exercising their civil rights within the institution and greater public communities. Therefore, students are responsible for their own actions under federal, state, and local laws. TTS supports student freedoms to recognize, articulate, and consciously resist government decrees; TTS and its students recognize the rule of law and expect no special immunity due to student status or institutional presence.
- TTS students are responsible for positioning themselves to graduate and become an alum of TTS.





Section I **General Information**

Turner Theological Seminary is a community of faith and learning offering master's degrees whose mission is to be the preeminent world center for Africentric theological engagement and developing leaders to advance God's mission of love, justice, and restoration in the world.





Section I **General Information**

General information on Turner Theological Seminary in the city of Atlanta, may officers, and staff.

1.1 PURPOSE

This handbook provides guidelines for student life. It only covers some of the scope of all the TTS rules, regulations, and policies in every area of life. Therefore, it should be read in cooperation with the TTS' Academic Catalog and other policy statements such as the Faculty Handbook. Revisions may be published as a result of annual revisions.

1.2 SHORT HISTORY OF TTS

Turner Theological Seminary was established as a department of Morris Brown College in 1894, based on a Board of Trustees vote of approval in 1885. The department became Turner Theological Seminary in 1900 in honor of Henry McNeal Turner, then the Resident Bishop of the African Methodist Episcopal Church. The seminary remained on the Morris Brown campus until 1957, when it relocated to a building on Atlanta's Mitchell Street. The following year, Turner Theological Seminary became a founding constituent of the Interdenominational Theological Center, to then, in 2023, become a stand-alone, accredited theological school in Atlanta. .

1.3 TTS' ORGANIZATIONAL STRUCTURE

The Board of Trustees exercises final authority within the limits of the charter over the operation of the TTS. The trustees delegate administrative and academic authority to the president.

The President serves at the will and pleasure of the Board of Trustees as the Chief Executive Officer of the TTS. The president shall be directly responsible to the Board of Trustees of the TTS and its Executive Committee.

The Vice President for Academic Affairs/Provost (VPAA/Provost) is a member of the Executive Cabinet and is directly accountable to the President in matters relating to academic affairs. This Vice President is the Chief Academic Officer, serving as both academic dean and a teaching member of the faculty. All other academic officers report to the President through this office. The VPAA/Provost is responsible for the curriculum and its delivery of all degree programs, Master of Divinity, Master of Arts, and the double Master of Divinity and Master of Arts degrees. This work is accomplished via the deployment of faculty with varying accountabilities. This includes degree coordinators, departments, their respective faculty, and curriculum developments, assessments, evaluations, and overall management.

Section I **General Information**

The Chief Financial Officer (CFO) is a member of the Executive Cabinet and is directly accountable to the President in matters relating to financial services and fiscal affairs, including the preparation and management of the budget, supervision of investments, and all other financial issues, coordinating the work of bookkeepers, cashiers, supervisors of student aid, and other staff assigned to this department.

The Vice President of Administration and Special Initiatives (VPASI) is a member of the Executive Cabinet and reports to the President in matters concerning facilities and operations, including TTS- sponsored housing, buildings, and grounds, operation of the dining hall, contractors, and serves in a liaison capacity with the President. Additionally, this person is responsible for institutional oversight and campus security and maintenance provision.

The Vice President of Institutional Advancement (VPIAD) is a member of the Executive Cabinet and reports to the President. This person is charged with providing current and long- range leadership for procuring sufficient funds for the operation of the TTS, alumni/ae relations and support, public relations, and constituency development.

Human Resources Manager (HRM) is a member of the Executive Cabinet and reports to the President. This person is charged with providing oversight for all institutional personnel management, current and long-range staff personnel development, and management, collaborating with the other vice presidents in their procurement of faculty and specific staff, and facilitating with the President the legal identity of the institution. This person reports to the Vice-President of Administrative Services.

The Director of Enrollment and Registrar (DENRE) provides planning and supervision for all admission and registration functions supporting the enrollment process of the TTS students. The Registrar's duties include the maintenance of all students' academic records, the receipt of transcripts of the academic achievements of all students related to the degree programs at the TTS and/or with other participating schools in cooperative instruction and inter- institutional academic credits, and for maintaining registration activities to process student class- schedules. The DENRE also has oversight of all software and platforms used for instruction, overseeing the issuance of student login ID's according to the current distance learning policies of the Academic Catalogue. This office is directly accountable to the Vice President for Academic Affairs/Provost.



Section I **General Information**

The Director of Admissions, Retention, and Student Services (DARSS) oversees the staff, which represents student residence and community, relational health counseling, and chaplaincy. This person works collaboratively with the Director of Human Resources in delivering ADA academic accommodations and in a similar manner with the Offices of the Director of Enrollment and Registrar in planning and development of orientation, registration, and enrollment, providing academic advisement via the Student Information System, student planned curriculum program, and processing all institutional judicatory responses involving students. This person reports to the Vice President of Academic Affairs/Provost.

The Financial Aid Officer reports to the Director of Enrollment and Registrar and administrates and distributes all financial aid available to the TTS. This office determines the eligibility of all applicants for federal financial assistance, administers all government aid programs, and serves as a consultative resource for center-wide financial aid assistance.

The Executive Cabinet of the TTS comprises the President, its chairperson, and the Vice President of Academic Affairs/Provost, Administrative Services, Advancement, and the Chief Financial Officer. Its primary purpose is to coordinate activities and disseminate information throughout TTS.







Section II **General Policies**

Turner Theological Seminary is a community of faith and learning offering master's degrees whose mission is to be the preeminent world center for Africentric theological engagement and developing leaders to advance God's mission of love, justice, and restoration in the world.





Section II **General Policies**

General policies regulating life at TTS as a student.

2.1 ADMISSION

The TTS is open to qualified women and men endorsed by their respective constituent denomination or other religious organizations and those who meet the academic standards. The prospective student's acceptance through the admissions process for enrollment into courses means that they have met all the requirements for being a TTS student and completed Orientation for new students. Students returning after one semester must reapply through the Director of Admissions, Retention and Student Services. (See the TTS Catalog for policies on matriculation and graduation.)

2.2 AFFIRMATIVE ACTION – EQUAL OPPORTUNITY

It is the policy of the TTS to provide equal opportunity to all applicants for admission and matriculating students without regard to race, color, national origin, sex, age, or handicap. Affirmative action ensures fulfillment of this policy relative to all personnel actions including, but not limited to the following:

1. Recruitment, enrollment, instructional practice, hiring, placement, upgrading, transfer or promotion, and maintenance of employment conditions.
2. Recruiting, advertising, or soliciting employment rates of pay or other forms of compensation.
3. Criteria for training, lay-off, termination, and non-renewal of periodic employment arrangements.

The policy of this institution is to comply with the substance and intent of all executive orders and acts of Congress passed for protecting the civil rights of United States citizens. The TTS aims to enroll and provide equal educational opportunities for all qualified students. A further objective is to obtain, without discrimination, individuals qualified and/or trainable for positions by job-related standards of education, experience, or personal qualifications.

According to all applicable federal and state laws and this policy of nondiscrimination, the TTS does not and will not engage in any activity that tends to, by design or otherwise, punish or penalize any student or employee for any good faith attempt to vindicate any right protected or granted by any federal or state civil rights law. It is also our policy to refrain from the perpetration of any personnel, academic, or other action which tends to deter students or employees of the institution from seeking in good faith the enforcement of their right against discrimination.



Section II **General Policies**

Any action by any staff member found to violate this policy will be subject to disciplinary action. Periodic revision and review will occur to evaluate our progress relative to the stated policy.

2.3 INCLUSIVE LANGUAGE

In an ongoing effort to eliminate oppression, the exclusive generic usage of masculine nouns, pronouns, and adjectives is no longer applicable at the TTS. The content of the subject matter-spoken, written, sung, and visually portrayed language shall:

1. Expand the image of God, expressing a full range of images for the persons of the Trinity;
2. Express inclusiveness and affirmation of all God's people, showing sensitivity to age, race, gender, nationality, and those who are differently abled;
3. Uphold and affirm academic dimensions of preparation for ministry and
4. Embrace the diversity of historical traditions while providing a prophetic vision of hope for the future.

In its language usage, TTS is committed to equality for women and men of every racial, ethnic, and religious background. Recognizing that language has often been used to imply racial, sexual, and gender inferiority; the TTS urges students, faculty, and staff members to avoid discriminatory language and assumptions regarding race, sex, ethnicity, culture, gender, ability, family composition, marital status, sexual orientation, and gender identities and expressions of any kind in public discourse, classroom discussions, and written work.

All persons within and outside the TTS community invited to provide leadership in the curricula for TTS degree programs, worships, forums, and other events, as well as personnel functioning, are expected to adhere to these language guidelines.

2.5 SMOKE-FREE ENVIRONMENT

The TTS is a smoke-free environment. Smoking is prohibited on the campus. As a smoke-free environment, all TTS living spaces and public areas, buildings, and facilities, as well as sponsored activities and events, are expected to be appropriately smoke-free by all students.

2.6 PERMIT TO CARRY FIREARMS

No firearms are allowed on campus, and no student or guest has permission to carry a firearm on their person or in their domicile of any type on campus. Exceptions are certified security officers bringing in service to the campus and on-duty police officers.



Section II **General Policies**

2.7 STUDENT RECORDS

2.7.1 ACADEMIC/FINANCIAL AND PERSONAL RECORDS

The student's responsible for transmitting to the Director of Enrollment and Registrar their current contact information, including address, telephones, and emergency contact. The Directors of Enrollment and Registrar, Financial Aid, and Financial Services maintain permanent records for matriculating and graduate non-matriculating students. These offices hold these records per the General Education Provision Act, Sec. 438. Students of the TTS and students are hereby informed of their right to access these official records as described in the Act. Students have the right to review their education records maintained by the institution. **Students should submit written requests to the Registrar. The Registrar will arrange access and notify the student of the time and place for inspection.**

2.7.2 DIRECTORY INFORMATION

FERPA provides certain information designated as "Directory Information," which may be released by the Center without the student's consent. Examples of directory information include the student's name, address, telephone listing, date and place of birth, major field of study, enrollment status, date(s) of attendance, degrees, awards and recognitions received, participation in officially recognized activities and sports, and most recent previous educational agency or institution attended.

A student may withhold disclosure of any category of information designated as public or directory information. Written notification to withhold disclosure must be filed with the Registrar within ten (10) working days after the first day of class. All requests for nondisclosure will be honored by TTS until and/or unless the registrar receives direct authorization from the student to do otherwise. Failure on the part of a student to specifically request the withholding of information indicates approval for disclosure.

2.7.3 RELEASE OF EDUCATIONAL RECORDS

In addition, the release of educational records may be made without prior consent of the student for the following reasons:

- 1.To authorized representatives of the federal government to the extent it is required or permitted by the FERPA of 1974 about the student's application for, or receipt of, financial aid, to the extent access is necessary.
- 2.To state and local officials and authorities to which such information is specifically required to be reported or disclosed pursuant to state statute adopted prior to November 19, 1974.
- 3.To organizations conducting studies for or on behalf of educational agencies of institutions as provided in the FERPA of 1974.
- 4.To accreditation organizations to achieve their reaffirmation functions.
- 5.To comply with a judicial order or pursuant to any lawfully issued subpoena.
- 6.To act in accordance with an emergency where such information is necessary to protect the health and safety of the student or other persons.





Section III **Student Life**

Turner Theological Seminary is a community of faith and learning offering master's degrees whose mission is to be the preeminent world center for Africentric theological engagement and developing leaders to advance God's mission of love, justice, and restoration in the world.





Section III **Student Life**

General policies regulating life at TTS as a student.

3.1 STUDENT LEADERSHIP

Students arrive from multiple environments with the generalized intention of preparing for church and communal leadership in the local and, by extension, the global world. They arrive with self-understanding, exacting precision in religious practice and specific orientations for faith and its praxis. However, the interpersonal character of the academic process affects every aspect of their life. They discover they are constantly sensitive to personal and corporate transformations. Students must build collegial partnerships that support their address to the rigors of the curriculum while maintaining personal and custodial relations in the family and the congregation.

Mentoring relationships with faculty and administrators lay the foundation for professional growth and behavior. Student life serves as a platform for integrating academic learning into daily life activities. It offers structure for earning degrees and honing skills in embracing a liberating, transformative spirituality. Students exchange their acquired knowledge and insights.

Students engage in institutional calendar events and are motivated to participate in chapel services. Chapel serves as a scheduled, campus-wide event where students come together to experience the practices, policies, and ceremonies of various denominations. It serves as a platform for students to explore new aspects of faith, integrating academic teachings with practical applications.

Student leadership and the student body collaborate to create community-building opportunities through various campus-wide activities, including:

- Bar-B-Qs and family fun days
- Homecoming week
- Gospel concerts
- Co-planned events with local seminaries and campus leadership.

Students play a significant role by leading core events, activities, and participation in institutional functions like orientation, registration, and enrollment support. They also provide informal guidance to students, celebrate charter day and denominational founder days, address social and political issues affecting diverse communities, and organize events open to the general public on campus.

Denominational events are vital for student experiences. Led by the dean and fellowship officers, each denomination organizes its own events, worship services, and support networks. These activities are coordinated with broader institutional events to offer students customized opportunities for engagement.

Section III Student Life

3.2 STUDENT GOVERNMENT

Students are encouraged to participate in student life activities as part of their community service. Among these are the religion-civic and academic excellence student organizations listed below:

3.2.1 The Turner Fellowship (TTF)

The Turner Fellowship (TTF) is the official organization at the TTS, representing the student body's interests. It is comprised of an eight-member student-elected board. TTF is responsible for the retention of office and associated records and a copy of the Turner Fellowship's Constitution and By-laws.

The Turner Fellowship (TTF) serves as the link between the Administration and the student body. It includes student-elected leaders for TTF, as well as fellowship leaders representing various denominations and at-large students. The TTF is accountable for its continuous growth and functions under Student Life. It fosters school spirit and encourages positive leadership while aiding students and student organizations with any issues or queries.

Officer elections occur in the Spring semester. The newly elected leaders organize an annual retreat for the TTF leadership before the start of the next academic year. This retreat introduces the agenda of the new TTF president and elected officers, offering them the chance to enhance their skills in responsible leadership. The retreat covers meeting protocol, budget planning, and training on institutional policies and procedures. The TTF is accountable for presenting an annual operational budget to the Director of Admissions, Retention, and Student Services, the TTF advisor, the CFO, and the student body. Any expenses within the approved budget require endorsement from the designated TTF officers, the TTF advisor, and the CFO.

TTF creates chances for TTS students to engage with campus leadership and organizations through cross-campus activities. It advocates for enhancements that impact student and institutional life, promoting a comprehensive approach to academic and administrative policies. Additionally, it emphasizes staying informed about the institutional impact in return.





Section III **Student Life**

3.2.2 STUDENT INTERNET AND SOCIAL MEDIA PRESENCE

The TTF manages resources for student internet and social media presence. These resources are consistently refreshed to cultivate an engaged student community, covering institutional activities, events, public issues, and student participation in TTS.

3.3 STUDENT ORGANIZATIONS

3.3.1 International Students Association

The purpose of the International Students Association is to foster camaraderie and mutual understanding among diverse nationalities on campus. It aims to facilitate connections between international students and those from the U.S., promoting cultural appreciation through their presence, Chapel Services, and active involvement in campus activities.

3.4 FORMING A STUDENT ORGANIZATION PROCEDURE

1. Special interest groups may wish to organize themselves into student organizations. Persons wishing to establish such organizations must submit a proposal for recognition to the TTF Executive Committee.
2. The proposal is then forwarded to the TTF Advisor for final approval. Such organizations must operate within the general guidelines of TTF and the TTS.
3. The TTS fully recognizes denominational fellowship groups as organizations for promoting fellowship, worship, and the spirit of unity. While officially recognized and encouraged, denominational connections operate within the broad provision of the TTF.

3.5 SCHEDULING STUDENT ACTIVITIES

All student activities housed on campus must be scheduled with the Director of Admissions, Retention, and Student Services. In some instances, the nature of the activity must also be approved by the Vice President of Administration and Special Initiatives.

3.6 NON-CAMPUS STUDENT ACTIVITY SPEAKERS

When organizing student activities, such as inviting speakers and non-institutionally affiliated members of the TTS community, it is essential to seek approval from the Director of Admissions, Retention, and Student Services before extending official invitations. The guidelines outlined below will govern these invitations:

- Sponsorship must be by a recognized campus student organization.
- All arrangements for space must be completed per the established procedures in Administrative Services.





Section IV **Student Support Services**

Turner Theological Seminary is a community of faith and learning offering master's degrees whose mission is to be the preeminent world center for Africentric theological engagement and developing leaders to advance God's mission of love, justice, and restoration in the world.



Section IV **STUDENT SUPPORT SERVICES**

4.1 THE OFFICE OF ADMISSIONS, RETENTION AND STUDENT SERVICES

The Office of Admissions, Retention, and Student Services maintains its commitment to the missions of the TTS by ensuring it delivers the services supported by the office in the least restrictive manner. Fundamental to such an operation is student understanding and utilizing the office via the exercise of institutional policies, procedures, and practices that enable their successful matriculation. In so doing, the Office employs qualified staff members who function within office directives.

The Office of Admissions, Retention, and Student Services collaborates closely with all institutional departments to interpret and implement elements of the institutional mission specific to their roles. Their primary focus is on how to fulfill the mission of providing student services in an inclusive environment. Collaboration is key to the institution's identity, where shared resources and clear objectives help students succeed. By working together with other departments, the Office offers student support, addresses student feedback, and adapts to cultural variations.

The office is dedicated to implementing best practices in office operations by analyzing articles from the Chronicle of Higher Education and national associations for student service workers. It examines emerging trends in higher education, focusing on student support services and changing academic demands in institutions of higher learning and HBCUs. All these efforts aim to enhance student retention and successful progression.

Upon enrollment, students are made aware of the institution's commitment to their academic journey. Turner pledges to support students from orientation to graduation, fostering a culture where students evolve into dedicated alumni. Student progression is pivotal in becoming advocates for the institution through referrals and financial backing. The Office of Admissions, Retention, and Student Services collaborates closely with the Office of Advancement (OA) to formalize graduates into active alumni.



Section IV **STUDENT SUPPORT SERVICES**

4.1.1 THE DIRECTOR OF ADMISSIONS, RETENTION AND STUDENT SERVICES (DARSS)

The Director of Admissions, Retention, and Student Services (DARSS) is responsible for building the presence and benefit of the Office of Admissions, Retention, and Student Services in the lives of the TTS student. This person's responsibility is to facilitate student engagement in institutional policies, procedures, and practices toward a successful graduation. This person interfaces with all institutional departments and operations to manage student matriculation support services.

The individual serves as the primary academic advisor responsible for creating the curriculum plan for students to progress towards degree completion and earn credits during their studies. To initiate the curriculum planning process, all students must enroll with DARSS. Additionally, each student is paired with a faculty member for academic guidance.

The DARSS assists self-reporting students in starting the ADA accommodation process and oversees all institutional judicial operations such as grade changes and various types of appeals affecting student life and progression. It also coordinates the involvement of institutional resources for student benefit. The DARSS ensures the cohesive functioning of all institutional departments for students, staff, faculty, and administration. This collaborative effort among institutional leaders involves creating guidelines and policies that shape student experiences both on and off campus.

4.1.2 RESIDENCE, STUDENT AND COMMUNITY LIFE COORDINATOR

Residence, Student, and Community Life Coordinator has dual responsibility. This person is responsible for overseeing TTS housing. They assign units upon processing requests for housing, initial execution, and termination of agreements during student residency. They develop the maintenance calendar while working closely with the private firm responsible for completing maintenance requests. They are accountable for generating limited leads for outside contacts and opportunities for students seeking alternative housing opportunities other than TTS and denominationally sponsored housing.



Section IV **STUDENT SUPPORT SERVICES**

The Coordinator's role involves developing and facilitating campus life activities for students, overseeing student organizations and their functions. This position entails maintaining relationships with students, institutional leaders, coordinating activities, collaborating with other departments, and enhancing the student-centered environment and mission. Involving students in these processes supports ongoing student engagement and influences student retention. Additionally, the Coordinator plays a crucial role in student onboarding, ensuring a smooth transition with timely service provision. This approach shapes the institution's reputation and strengthens student relationships, ultimately enhancing the student experience.

4.1.3 Chaplain and Mental Health Counselor (CMHC)

The Chaplain and Mental Health Counselor offer a range of relational health support services. They can also refer students to external emotional, psychological, and cognitive support services when needed. The CMHC follows a consistent schedule, including on-call availability for students and appointment setting. They are equipped to address students' emotional and relational needs effectively. Topics covered may include adjusting to academic demands, personal and family relationship issues, crises of faith, self-identity adjustments, and reasons for changes in academic progress. Collaborating with the Residence, Student, and Community Life Coordinator, the CMHC organizes support events and remains accessible to students. The service cost is included in tuition fees, and students can arrange appointments through the Director of Admissions, Retention, and Student Services.

In the role of Chaplain, the CMHC delivers a range of pastoral services. Working closely with the DARSS, the Chaplain organizes and provides necessary interventional pastoral support services for students based on their concerns and requirements.

This person sits on the Chapel Committee that is responsible for (1) providing a yearly calendar for the Chapel and facilitating the bi-weekly services; (2) providing and facilitating individual and corporate care and concern for the TTS students, faculty, and staff; (3) serving as a referral resource for counseling services not provided by the TTS; and (4) identifying, creating, and facilitating opportunities for the TTS to interface with other community and collegiate entities.





Section IV **STUDENT SUPPORT SERVICES**

4.1.4 The Institutional Learning Office (ILEO)

The Institutional Learning Office supports student training and use of LMS, the academic operating system for TTS. This office also supports distance learning student guidance and advisement relative to course selection in service to student maintenance of sequence and earning their Master of Divinity (M.Div.), Master of Arts (M.A.), and double M.Div./M.A. degree. Turner Theological Seminary is a community of practice for prepared ministry. Turner's academic programs, therefore, stand on a long historical tradition of social justice, globalism, womanism, and leadership innovation. These four emphases, or distinctive, continue to impact Turner's academic programs by making them uniquely relevant, versatile, and affordable.

Turner fosters a community of learners by bringing together students, faculty, administrators, and staff alongside their respective communities to engage in inquiry and faith practices within communities of faith, public areas, and academic ministries. Turner offers students the option to select between two educational pathways: hybrid online and hybrid residential.

The Hybrid Online Path is predominantly online year-round, commencing in the summer. Students kick off their studies in June with a mix of online and hybrid classes. In early June, hybrid online courses require students to attend campus, fostering interaction with peers on the residential path. Throughout the Fall and Spring semesters, all classes are conducted online.

The Hybrid Residential Path is mainly conducted on campus in the summers, with the option to incorporate online learning during the academic year if preferred. Summer courses are usually available from June to late July.

This online delivery system relies on students being skilled at managing the convenience provided by technology and having a good grasp of basic computer literacy. These students need to have the self-discipline to work independently, build peer relationships through this alternative format, and meet deadlines specified in the course syllabi and by the instructor.

Consider the following when planning to be an online student:

1. Personal skills to work through multiple interfaces with technology.
2. Study skills to manage time and the different demands of traditional classroom delivery.
3. Appreciate the opportunity to perform the necessary inquiry of the course instructor to gain the knowledge purported by the course syllabus, supported by associated readings, and the ability to accommodate the research necessitated by the course and its deriving discipline.
4. Familial and communal support of you as a student in tandem with the convenience of your presence when offset by the demand of the program of study.

Section IV **STUDENT SUPPORT SERVICES**

Basic student needs for taking distance learning courses are 1) a Computer with high-speed internet access, 2) basic internet and computer skills, and 3) the tenacity to upgrade your skills and resources as required.

We are consistently enhancing our online learning delivery system. Our team includes dedicated staff members who manage the Learning Management System (LMS) and student information system, along with an advisor who assists with course selection. We provide various resources such as TTS website-based preparedness exercises, video tutorials, and engagement opportunities during orientation, registration, and enrollment. Throughout the semester, individuals have the option to further their understanding through a range of online tools curated by our dedicated team. These tools include videos, applications to enhance development, and improve course materials. The electronic resources feature integrated applications to address writing and technology challenges, general portal access to the Digital Theological Library (DTL), and support from a theological librarian for research needs. Our librarian guarantees a response within 24-36 hours to all queries. Additionally, the DTL offers instructional videos to assist in accessing library resources effectively.

4.2 DISABILITY SERVICES

The TTS welcomes students without discrimination based on race, color, sex, sexual orientation, religious beliefs, national or ethnic background, gender identities, or disabilities. All students have equal access to the rights, privileges, and programs offered at the seminary. The TTS does not differentiate in its educational policies, admission procedures, scholarship and loan programs, or any other administered programs. Thus, the TTS policy guarantees that no qualified student with a disability faces discrimination.

Students with disabilities have the opportunity to fully engage in the programs and activities offered by TTS. Upon request from a qualified student with a documented disability, TTS will offer health and disability-related services, along with appropriate academic accommodations. This is to guarantee that students with disabilities can achieve the same educational standards as their peers without disabilities, both in course content and evaluation processes.



Section IV **STUDENT SUPPORT SERVICES**

The student is required to inform the Director of Admissions, Retention, and Student Services. By referring to the Student Process for Requesting ADA Accommodations Handbook and filling out the Student Accommodations Request Form, students can navigate the procedure. This handbook delineates the specific responsibilities for everyone involved in arranging student accommodations. The DARSS or the designated individual organizes services for students with permanent and temporary disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, in collaboration with the Director of Human Resources. These federal civil rights laws aim to prevent discrimination based on disability. To be eligible, the disability must be current and significantly restrict a major life activity such as walking, hearing, seeing, or learning. Mere impairment does not automatically qualify as a protected disability under the ADA as not all impairments substantially limit a major life activity. The TTS determines the suitable academic accommodation, adjustments, or auxiliary aids. In the event of a disagreement with the TTS's decision, the student can refer to the TTS's grievance procedure for resolution.

Students who require ADA accommodations should initiate the process with the Director of Admissions, Retention, and Student Services. Once the necessary forms are filled out and the required documentation is submitted, we will strive to assist you in successfully navigating the curriculum. The DARSS is tasked with promptly offering reasonable accommodations. Failure by the student to adhere to the outlined procedures may lead to delays or denial of accommodation provision.

4.3 VETERANS AFFAIRS AND SERVICES

At TTS, we have a policy to assist all veterans in achieving their academic aspirations. We fully support students who are pursuing military chaplaincy appointments. We embrace discharged and retired military personnel, aiding in their transition to civilian life. The Director of Enrollment and Registrar oversees procedures for veterans seeking educational benefits. Veteran students must gather all necessary documents for their benefit claims and submit them to the Director. The Registrar's Office verifies veterans' status for academic services and benefits according to TTS guidelines. The Director informs veteran students about the institution's timeline for responding to notifications and applications from the Office of Veterans Affairs.



Section IV **STUDENT SUPPORT SERVICES**

Veteran support services are a result of collaboration among the Offices of the Registrar, Financial Services, and Student Services. The Director of Enrollment and Registrar oversees the accurate documentation of service records for registration, while Financial Services manages enrollment and benefits applications. DARSS offers advisement and support for transitioning to civilian life within the academic setting. Recognizing the challenges veterans face in transitioning to civilian life, we provide essential support and assistance. The routines of active duty often involve navigating institutional procedures. Therefore, readily available relationship and support services are crucial.

4.4 INTERNATIONAL STUDENT SERVICES/PDSO

International students must ensure that their visas and supporting documents are up-to-date and accurate. This data is submitted to the institution during admission and must be kept current throughout their enrollment. TTS offers detailed reporting on attendance and degree completion. The Director of Enrollment and Registrar, serving as TTS's Primary Designated School Official (PDSO), represents TTS in front of SEVIS.

4.5 STUDENT HEALTH AND WELLBEING

4.5.1 HEALTH

All students applying for admission must provide the director of admissions with an updated medical history statement, which the applicant's physician must submit. All students are encouraged to participate in health insurance coverage of his/her choice.

4.5.2 CONFIDENTIALITY

The Director of Admissions, Retention, and Student Services will only share information with other TTS officials appropriately. They will carefully consider a student's confidentiality request alongside the need for additional relevant information. The Health Insurance Portability and Accountability Act (HIPPA) and Family Educational Rights Privacy Act (FERPA) govern the disclosure of health and disability documentation by the Director of Admissions, Retention, and Student Services. This information is not part of the student's permanent academic record. According to these federal laws, the student must provide prior written consent before the Director can disclose health and disability documentation or records.



Section IV **STUDENT SUPPORT SERVICES**

Confidentiality is maintained within the boundaries of student safety while also ensuring access to resources that promote student health and well-being.

Professors or other TTS officials may ask for details concerning how a student's disability affects their learning capabilities. The Director of Admissions, Retention, and Student Services aims to respect the student's preference for keeping their disability information confidential. This individual is highly attentive to this matter. According to HIPAA and FERPA regulations, students are allowed to examine and review their records maintained by the Director of Admissions, Retention, and Student Services. Students also have the right to dispute any erroneous, deceptive, or inaccurate information in the records and request corrections.

4.5.3 URGENT LIFE-CHALLENGES AND ILLNESSES

The TTS acknowledges the significance of a compassionate community response in preserving the quality of life. Consequently, all students and faculty are expected to show empathy towards individuals dealing with illnesses. Faculty members should be attentive to their unique requirements, offering assistance with supportive measures to enhance the educational journey. Students are urged to promptly notify the DARSS about any specific needs for reasonable accommodations. Subsequently, the Office will inform the faculty involved and coordinate the necessary support.

Staying true to its philosophy, the TTS advocates for the inclusion of students with mental health conditions and life-threatening illnesses in all aspects of seminary life. Students are urged to actively participate in campus events and interact with their peers, faculty, staff, and administration. It is recommended that students monitor their well-being and adhere to medical advice for their health maintenance. Building supportive relationships both on and off campus is encouraged as a way to foster a fully integrated community living experience.

4.5.4 HIV/AIDS POLICY AND GUIDELINES

TTS will provide appropriate adjustments for individuals with HIV or AIDS to enable their complete engagement in the TTS community. This affordable support is guaranteed as we prioritize fair treatment for all members of the TTS community, in compliance with the legal regulations outlined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.



Section IV STUDENT SUPPORT SERVICES

TTS is committed to providing educational opportunities on HIV and AIDS to its members, covering aspects such as transmission and preventive measures. The organization will promote education through academic courses and extracurricular activities like seminars and workshops to reach a broad audience. The goal is to not only educate the TTS community but also foster a sense of responsibility towards individuals with HIV and AIDS, encouraging mutual support within the community.

TTS encourages students, faculty, administration, and staff to engage in sexual behaviors that prioritize safety and well-being, regardless of the presence of HIV. This ethical approach advocates for sexual abstinence, safer sex practices, and intimate relationships founded on the understanding that personal actions can prevent the transmission of HIV and various other sexually transmitted diseases.

GUIDELINES

1. Any member of the TTS community living with AIDS or HIV will receive fair and compassionate treatment while their privacy rights will be upheld. It is crucial to handle confidential information regarding HIV or AIDS with utmost care to prevent any discrimination or mistreatment. TTS denounces any acts of discrimination and mistreatment, considering them unacceptable, and will promptly address such issues through appropriate channels based on the nature and context of the situation.
2. Unless required or allowed by law, TTS will refrain from inquiring about students' HIV infection or AIDS status, and will not disclose any medical information without the individual's written consent. Students with HIV or AIDS are advised to request accommodations, such as housing, at the start of their admission or enrollment process with DARSS. If TTS housing is unavailable, assistance will be provided to find suitable housing options.
3. If a student faces challenges in meeting coursework deadlines, they should consult the DARSS, who will determine the best course of action. Every attempt will be made to involve the students in these discussions and foster continuous, transparent communication among all parties. Confidentiality, privacy, and sensitivity will be prioritized in all conversations to comprehend how the individual's disability impacts their academic progress.



Section IV STUDENT SUPPORT SERVICES

4.5.5 SUBSTANCE ABUSE

The TTS upholds a policy that ensures a safe and healthy academic setting, prohibiting alcohol abuse and the use of illegal drugs. Any student caught breaking this policy will face disciplinary action, including the possibility of expulsion, even for a first offense.

1. Students may not consume alcoholic beverages on the TTS premises.
2. Students may not take or dispense illegal drugs on the TTS premises.
3. Students may not report to class, work, or assignments under the influence of drugs or alcohol.
4. If a student is convicted under the federal or state criminal drug statute, said student must notify the Offices of Academic Affairs and Financial Administrative Services within five calendar days of the conviction.
 - **Legal drugs** include prescribed and over-the-counter medications legally obtained and used for their intended purpose.
 - **Illegal drugs** include any drug not legally obtainable, obtainable but not legally, or used in a manner or for a purpose other than prescribed.

4.5.6 WEAPONS

Students are not permitted to have or use weapons or firearms on campus. This policy encompasses possessing items like slingshots, catapults, or any device designed to launch projectiles. Firearms specifically include rifles, shotguns, handguns, and gas-powered guns. The presence of ammunition or hand-loading equipment on campus or TTS property is strictly prohibited. Any breach of this policy will lead to disciplinary measures, potentially resulting in dismissal.

4.6 STUDENT SUPPORTS

4.6.1 STUDENT HOUSING

The TTS has limited housing. All students (new and returning) must submit a housing application.

New Students must pay a \$500 dormitory deposit with the application for approval.

- Students must pay the \$500 deposit and 50% of housing fees for application approval.
- Upon approval - The applicant will receive an email indicating that the housing application is approved and room assignment.



Section IV STUDENT SUPPORT SERVICES

- The remaining (50%) payment is due to secure the assigned dorm room by the following dates on a first come first serve basis:
 - Fall 2024 - All dormitory room costs + \$250 amenities fees & \$150 technology fee MUST be paid by July 31, 2024
 - Spring 2025 - All dormitory room costs + \$250 amenities fees & \$150 technology fee MUST be paid by January 3, 2025

Returning Students

- Students must pay 50% of housing fees for application approval.
- Upon approval - The applicant will receive an email indicating that the housing application and the room assignment are approved.
- The remaining (50%) payment is due to secure the assigned dorm room by the following dates on a first come first serve basis:
 - Fall 2024 - All dormitory room costs + \$250 amenities fees & \$150 technology fee MUST be paid by July 31, 2024
 - Spring 2025 - All dormitory room costs + \$250 amenities fees & \$150 technology fee MUST be paid by January 3, 2025
- No students with a GPA lower than 3.0 will be allowed to reside in efficiency or single-room
- Deposits are transferrable to the Fall 2024 and Spring 2025 semester

All current students must move out after each semester for building maintenance and repairs (NO EXCEPTIONS).

- MAY 15, 2024 (END OF SPRING SEMESTER)
- December 15, 2024 (END OF FALL SEMESTER)

Students owed housing deposits will be mailed on May 16th and December 16th

- Students must return door and room keys
- After the inspection of the room, the deposit will be mailed

Talbot Hall - FALL 2024 & SPRING 2025 Dorm Fees

Fall 2024/Spring 2025	Semester
Dormitory/shared:	\$3600 (Per Student)
Dormitory/single:	\$4600
Efficiency (Graduate Student Only):	\$5600
1- Bedroom Apartment (Graduate Student Only):	\$7600





Section IV **STUDENT SUPPORT SERVICES**

To secure the selected dorm preference, you must pay a \$500 security deposit (\$100 is non-refundable for the application and processing fees). In addition, you are required to pay 50% of the selected dorm preference (ex. Shared dorm – 50% = \$1800, Single dorm – 50% = \$2300, Efficiency – 50% = \$2800 & 1-Bedroom - 50% = \$3800).

*ALL Dorms are at the approval of the Dean. Students will only be allowed in their rooms if the entire bill is paid in full.

A \$500 security deposit (\$100 is non-refundable for the application and processing fees) is required for new residents only.

Talbot Hall Housing Amenities:

- Security Cameras
- In-House Security Team
- WIFI
- Pest Control Services
- Professional Cleaning Service for Common Areas
- Mailbox/Mailroom Service
- Private Meeting Rooms and Study Areas
- Free Laundry Room
- Efficiencies (Studio Apartments) with a small kitchenette and private bathroom
- Elevator Services
- Parking
- Deli Area with Vending Machines, Microwave & Refrigerator

An additional \$400 will be charged to cover \$250 for housing amenities and \$150 for the technology fee!!!

A \$500 security deposit
(\$100 is non-refundable for the application and processing fees.)
is required for new residents only.

***THE TOTAL AMOUNT OF THE ROOM FEE MUST BE PAID IN FULL
BEFORE THE STUDENT CAN MOVE IN***

Please note that the security deposit is for the door key and room key (the room key is also the mailbox key). If a student loses a key, a \$100 fee per key must be paid before a key can be reissued.

Section IV STUDENT SUPPORT SERVICES

TURNER THEOLOGICAL SEMINARY HOUSING REFUND POLICY

We offer refunds for dorm rooms under the following conditions:

1. 100% Full Refund - A written request to cancel dorm rooms is received in the Office of Residential Life by June 1st for the Fall Semester or December 1st for the Spring semester.
2. Student loses 50 % of Funds - A written request to cancel dorm rooms is received in the Office of Residential Life by July 1st for the Fall Semester or January 1st for the Spring semester.
3. Student loses 75 % of Funds - A written request to cancel dorm rooms is received in the Office of Residential Life by July 15th for the Fall Semester or January 15th for the Spring semester.
4. No Refund after July 31st for the Fall semester or January 31st of the spring semester

What is theft of services in Georgia?

Theft of services in Georgia is considered deception with the intent to avoid payment for knowingly obtaining services, accommodation, or the use of personal property, all of which can only be available with compensation. Convictions of theft of services with the value of the property being under \$1500 is considered a misdemeanor, while \$1500 or more is considered a felony offense.

4.7 ENROLLMENT MANAGEMENT AND STUDENT RETENTION TECHNOLOGY

Institutional equipment, information technology, and facilities are available and maintained for student use in service to their matriculation. Institutional information system is to be utilized for academic and institutional purposes only. Any other use by students or their guests will subject the student to reprimand, including termination of their matriculation. The Director of Enrollment and Registrar should be contacted with questions or concerns.

4.7.1 Populi

Populi is the academic operating system for student access to course schedules, unofficial transcripts, grades, and financial reconciliation for financial aid and billing. The designated link to the Populi is on the front page of the TTS Website. This system is used for course schedule review and registration/enrollment reconciliation.





Section IV **STUDENT SUPPORT SERVICES**

4.7.2 TTS INTERNET AND SOCIAL MEDIA PRESENCE

TTS maintains its website and social presence in easy, one-step, accessible platforms. The website is a student and community link to institutional histories, educational programs, educational program data, information, updates, announcements, and notifications. TTS social media platform provides easy access that is immediately informative of events and event content.

4.7.3 EMAIL/WIFI

A TTS email address is assigned to every student at the time of enrollment. The designated link to the student email access is at the bottom of the front page of the TTS website. Students must utilize this TTS email address for all internal administrative and operational contact with peers, faculty, student organizations, and institution-wide information sharing and delivery. The email address facilitates connection to all institution-based student-directed communication. It is the student's responsibility to ensure this email address's proper functioning.

4.8 INSTRUCTIONAL TECHNOLOGY

4.8.1 Learning Management System (LMS)

LMS is the system for online course access for both distance and land campus learning course instruction. The designated link is on the front page of the TTS Website. Indication of use, specifically for land-campus courses, will be made at the time of offering. The Institutional Learning team office can provide additional instruction regarding its use.

4.8.2 DISTANCE LEARNING

Online Learning (OL) delivery has designated personnel, an information portal, and linked instructional access through the TTS Website.

4.9 ACADEMIC RESOURCES

4.9.1 ELECTRONIC BOOKSTORE

TTS students can order their textbooks through the online bookstore. Students may ask the Director of Enrollment and Registrar for the most current information on the electronic bookstore.

The electronic bookstore allows students to order new and used textbooks, supplemental materials, eContent, and various free resources. Inventory control is based on course lists submitted by your school or institution and housed in our on-site warehouse. Student Financial Aid (SFA) Vouchers are also an option.



Section IV **STUDENT SUPPORT SERVICES**

4.9.2 LIBRARY Turner Theological Seminary's (TTS) Library is an online library resource of the Digital Theological Library (DTL2), a co-owned digital library of electronic books, journals, and other resources. This new resource will provide TTS with virtual access to digital copies and upgraded books of many volumes currently located in major seminaries and university libraries worldwide. The mission of DTL is to provide its co-owning institutions with the highest quality digital resources in religious and theological studies at the lowest possible costs.

The Digital Theological Library (DTL) is a California-based non-profit corporation that operates five digital libraries in religious studies, including comprehensive research libraries in support of graduate education in theology and religious studies (Original DTL & DTL 2, a research library for religious professionals in North America who are not associated with an academic institution, a free Open Access Library (OADTL), and a research library for schools in developing nations (Global DTL).

DTL2 academic content includes:

- over 480,000 eBooks
- over 160 databases
- over 21,000 journal titles
- over 50,000,000 full-text, peer-reviewed articles
- over 11,000 hours of Counseling eVideos
- over 30 subject guides

Contact the Director of Enrollment and Registrar for an up-to-date PDF document that includes:

- Examples of the expanded content now available
- Links and descriptions to make it easy to access the databases using combined
- searches of both databases or digital asset-only searches.
- Login information and access instructions for students, faculty, staff, and employees.

Core Values of the DTL2

Although the DTL is non-confessional, the DTL board has affirmed the following core values:

- Consistent truthfulness in all its interactions with its members and vendors
- Treatment of all people as we would wish to be treated.
- Respect for each school's individual and unique mission
- Regard for the stability and sustainability of the DTL Commitment to co-ownership of the DTL and partnership for mutual advantage
- Desire for service beyond the narrow confines of the DTL membership

Section IV **STUDENT SUPPORT SERVICES**

4.10 INTERNAL COMMUNICATION AND BRANDING

4.10.1 COMMUNITY CALENDAR

The community calendar, overseen by the Director of Admissions, Retention, and Student Services, serves as the primary calendar. It includes events from academic and chapel calendars, along with all institutional events and activities supported by every office within the institution.

4.10.2 ACADEMIC CALENDAR

The calendar of academic activities for each year is prepared by the Director of Enrollment and Registrar in conversation with the Vice President of Academic Affairs/Provost and approved by the President. A copy, which is subject to change, is printed in the Catalog and distributed as part of the Course Catalogue every semester. Each new student receives an updated copy at the time of registration. Necessary changes in the calendar caused by emergencies, weather, etc., will be communicated to students from the Office of Academic Affairs/Provost.

4.10.3 CHAPEL CALENDAR

The Chapel Calendar contains the schedule of chapel events which are inclusive of worship services, communions, convocations, assemblies, and student enrichment sessions. The program of chapel services and activities celebrates the life of faith and its practice for students, faculty, and administration. It is the time when all entities of the institution join as one. All students, faculty, staff, and administration meet and bring the wholeness of their connection with the institution. This calendar supports campus life, student achievement, communal involvement, larger cultural impacts, and demonstrated curriculum integration.

4.10.4 BULLETIN BOARDS, POSTERS, HANDBILLS

- Notices impacting students will be displayed on bulletin boards in classroom buildings and student residence areas. To post on TTS bulletin boards, written approval from the
- Director of Admissions, Retention, and Student Services is mandatory. Each announcement requires two copies: one for approval and one for the Director's files. Distribution of handbills or notices on property, bulletin boards, or tables is prohibited without DARSS approval. Posting on TTS walls, windows, doors, or trees is not allowed.



Section IV **STUDENT SUPPORT SERVICES**

4.10.5 USE OF THE TTS NAME AND LOGO

The tag “TTS” is an official logo that may not be used in support of or against any issue or person or any advertisement by any student and/or groups of students and/or student organizations without written authorization from the President of the TTS. The Office of Institutional Advancement must approve the use of the TTS logo on all on-campus public relations activities.

4.11 EMERGENCY NOTIFICATION

4.11.1 TEXT AND EMAIL NOTIFICATIONS

Communications will notify students out of the Office of Institutional Advancement via Regroup “text message” of emergency schedule changes and campus closings. Email resourcing of emergency notifications will be used to file updates with students and all constituencies.

4.11.2 RESPONDING TO ON-CAMPUS EMERGENCY

The DARSS coordinates the Seminary’s response in situations involving death, critical incidents, serious injury, family emergencies, or sudden illness of students. In serious student situations, the DARSS may convene the Critical Incident Response Team (CIRT) to assess the situation and coordinate an appropriate intervention. This team includes the Director of Human Resources and the Vice President of Administrative Services, who engages Campus Security. Other institutional officers and personnel will be as engaged as necessary toward incident resolution.

The DARSS phone number is available on our website for after-hours contact. This number can also reach the DARSS contact person, who will assist in severe emergencies or situations requiring family notification. In case of an emergency, whether during the day or at night, please contact TTS Campus Security.

In responding to on-campus emergencies or crises, the top priority is to safeguard the well-being of all individuals directly involved and any bystanders, whether active or inactive. By ensuring the safety of everyone, it becomes possible to offer more focused assistance to those actively involved. This approach also aids in effectively managing the situation, gathering data and information, and processing the scene smoothly. Only relocate individuals from the area once it has been confirmed safe and without risk of harm to active participants and onlookers. The purpose of relocation is to continue providing assistance to those directly involved and the observing bystanders.







Section V **Financial Support Services**

Turner Theological Seminary is a community of faith and learning offering master's degrees whose mission is to be the preeminent world center for Africentric theological engagement and developing leaders to advance God's mission of love, justice, and restoration in the world.



Section V **FINANCIAL SUPPORT SERVICES**

5.1 FINANCIAL SUPPORT SERVICES

The Financial Office can be found at Talbot Hall, where dedicated staff offer guidance on financial aid, administration, and allocation. For comprehensive details and guidance on Financial Aid, including its importance in student education and institutional resources, please refer to the TTS Website.

5.2 COST OF ATTENDANCE

Perspective students are encouraged to consider the cost of attendance when they begin to contemplate enrolling in seminary. Students will need to provide proof of their ability to support the cost of their first-year tuition and living expenses by the time their admission process is complete. Cost of attendance is the total amount for (expressed as a yearly figure) a student to attend school. This includes tuition and fees; on-campus room and board, if applicable; (a housing and food allowance for off-campus students); and allowances for books, supplies, transportation, loan fees; and, if applicable, dependent care costs, personal or related cost to a disability, and miscellaneous expenses. See the Academic Catalogue for the most current cost of attendance projections.

5.3 STANDARDS FOR RECEIPT AND EDUCATION FUNDING RESOURCES (Effective July 2024)

Financial aid guidance and information are provided by the constituent seminaries and the TTS Office of Financial Aid. To finance education at TTS, various methods are available. It is crucial to thoroughly explore all options and choose the one that covers educational expenses without causing future financial strain. Students are required to pay their yearly tuition fees at the beginning of their enrollment. Financial assistance at TTS is categorized into Veterans' Affairs Educational Aid, Federal Student Aid Educational Loans, Denominational and Other Scholarships, Gifts and Personal Contributions, and Work and Payment Plans. For the most up-to-date policies on educational funding, refer to the Academic Catalogue.

5.3.1 STANDARDS FOR GRADUATE STUDENT RECEIPT

Standards for Graduate Students receiving federal and veterans financial aid benefits.

- Maintain a minimum cumulative grade point average (GPA) of 2.25 or higher. All graduate students must maintain a 'C' average or at least a 2.25 GPA.





Section V **FINANCIAL SUPPORT SERVICES**

- Maintain minimum pace toward degree progress. Graduate students must successfully complete (receive passing grades) sixty-seven (67%) of their attempted coursework at the end of the spring term, which will be calculated by dividing the cumulative earned credit hours by the cumulative attempted credit hours. Transfer credit accepted from an accredited post-secondary institution is not included in the determination of a student's pace toward degree progress.
- Complete their degree program within the maximum timeframe. A graduate student's attempted hours may not exceed 150% of the published length of the program. All transfer credits and all other credit sources are included in the calculation of a student's maximum timeframe.

See the Academic Catalogue for the most current policies on the issue.

5.3.2 TUITION AND FEE REFUNDS/FINANCIAL AID REPAYMENT

Refunds, which are any reimbursement of tuition and fees due to a withdrawal, must first go toward the recipient's financial awards before any payment is issued. The calculation of tuition refunds is based on TTS's refund policy. Students who withdraw may need to reimburse a portion of their financial aid depending on the regulations of the funding source. Refunds for tuition and fees and repayments for financial aid are credited to financial aid programs up to the amount received before any excess funds are returned. Please refer to the Academic Catalogue for the latest policies on this matter.

5.4 FUNDING RESOURCES

5.4.1 VETERANS' AFFAIRS EDUCATIONAL AID (Effective July 2025)

Before a student can receive educational benefits, they need to fill out an application (VA Form – 22 1990) from either the Veterans' Administration or the Director of Enrollment and Registrar. Upon obtaining the certificate of eligibility, the Registrar's Office will provide a certification of enrollment (VA Form 22-199) and, if required, a declaration of dependents status (VA Form 21-686). In case the student has utilized benefits from a previous school, they must submit a change of program form (VA Form 22-5495). The processing duration can take up to ninety days once the VA has received all the necessary documentation.

5.4.2 FEDERAL STUDENT AID EDUCATIONAL LOAN (Effective July 2025)

Student Loans are financial obligations that must be repaid. Pay careful attention to the terms and conditions of any loan you accept to help pay for school. Do not borrow more than you need or can repay comfortably after leaving school.

Section V **FINANCIAL SUPPORT SERVICES**

Applying for Financial Aid (Effective July 2025)

The academic year for student aid spans summer, fall, and spring. To qualify for financial aid, whether as a full-time or part-time student, enrollment in a minimum of six (6) credit hours per semester is required. The summer semester marks the beginning of the academic year for student aid applications, especially for students planning to enroll during this period. The aid options and quantities are constrained, taking into account the allocations for the following fall and spring semesters.

5.4.3 DENOMINATIONAL AND OTHER SCHOLARSHIPS

Denominational and other scholarship resources typically require students to maintain good grades and demonstrate academic achievements to retain access to these funds or qualify for additional support. It is the student's duty to explore and secure these financial aid opportunities. Denominations often offer scholarships to their students, expecting them to fulfill denominational responsibilities. TTS provides a limited amount of scholarship resources.



Section V **FINANCIAL SUPPORT SERVICES**

Exploring additional scholarship opportunities can be a time-consuming task, yet the potential rewards make it worthwhile. Students might qualify for unique scholarships or grants offered by external organizations. Consider looking into potential sources such as employers, unions, professional associations, special interest groups, and online resources.

5.4.4 GIFTS AND PERSONAL CONTRIBUTIONS

Encouraging students to seek support from sponsors like denominational leaders, friends, and family helps alleviate tuition expenses and enables students to build essential post-graduation connections.

5.4.5 WORK AND PAYMENT PLAN

A student has the option to finance theological education through the payment plan sponsored by the seminary. This plan enables students taking a minimum of six credit hours to spread educational costs across installments. There is a fee of \$100.00 per semester to utilize this plan, providing flexibility for students requiring additional time to cover tuition and housing expenses not met by grants, scholarships, or loans.

To enroll in the payment plan, you need to pay 50% of the tuition charges, 50% of the housing charges, and all fees upfront. The remaining 50% of the tuition and housing fees will be divided into three equal installments, starting on the fifteenth of the following month and concluding on the fifteenth of the month before the end of the semester.

5.4.6 FINANCIAL AID ACCOUNTABILITY

Students are required to inform the Office of Financial Aid when they receive funds from external sources. Upon receiving a scholarship from an outside organization, the Office of Financial Aid allocates the amount towards the student's unmet need first, followed by self-help awards (such as reducing private loans or work-study), and then adjusting federal aid (starting with federal loans) to ensure that the total financial aid, including the external scholarship, does not exceed the cost of attendance. If you receive an award from an external source, the amount may not immediately reflect on your student account statement until the funds are received, but you can subtract it from the amount due. The award check should be sent to the Office of Financial Aid. Typically, the funds will be applied automatically to your student account; if not, we will reach out to have the check endorsed. For more details on external awards, please get in touch with the Office of Financial Aid.



Section V FINANCIAL SUPPORT SERVICES

5.5 SATISFACTORY ACADEMIC PROGRESS

5.5.1 UNDERSTANDING SATISFACTORY ACADEMIC PROGRESS

All TTS graduate students, full-time and part-time, who are receiving Financial Assistance must meet the guidelines for satisfactory academic progress (SAP). Graduate aid recipients are required to be in good standing and to maintain SAP toward their degree requirements each semester in which they are enrolled. SAP is evaluated once per year at the end of the spring semester. Failure to maintain satisfactory progress may result in the loss of financial aid eligibility.

The Office of Financial Aid is required to monitor student progression toward completion of degree and certificate programs at the undergraduate, graduate, and professional degree levels. The Student Assistance Satisfactory Academic Progress Standard requires three types of monitoring for students to remain eligible for student financial aid: 1) Degree status, 2) Time-to-degree limits, and 3) Pace completion rate of attempted courses, which is different from TTS criteria determining satisfactory scholarship necessary to maintain degree-seeking status. Students must also meet satisfactory academic progress requirements during summer semesters to receive aid. If you do not complete the required number of credits and earn the required grade point average for the previous year by the end of the spring term, your eligibility for aid will be suspended; aid will not be disbursed to the student.

Students have a time limit on student aid and benefit to fulfill as demonstrating satisfactorily completing their degree program. Those who attempt the maximum hours or years and do not earn their degree will not be eligible to receive financial aid. There are no probationary terms for a maximum time frame.

The following measurements are used to establish the maximum timeframe based on individual graduate programs:

Program	Program Credits Required for	Maximum Timeframe Attempted Credit Hours	Maximum Years
Master of Divinity (MDiv)	72	83	5-7
Master of Arts (MA)	36	54	3-5
Dual (MDiv-MA)	90	135	6-9



Section V **FINANCIAL SUPPORT SERVICES**

5.5.2 NOTIFICATION OF SAP STATUS

The Office of Financial Aid (OFA) will notify all graduate students via the TTS email of their financial aid suspension at the end of each spring semester immediately following the grading period if they fail to meet the minimum standards for academic progress. Students who successfully met the SAP standards will not receive a notification.

5.5.3 SUSPENSION

Graduate students will be immediately suspended from receiving federal financial aid at the end of the spring semester if they fail to meet the minimum requirements for SAP for one or more of the following reasons:

- A student's cumulative GPA is below the 2.25 requirement; and/or
- A student did not meet the minimum pace (67%) toward their degree progress and/or
- A student has reached the maximum time frame for his/her degree program and not completed the degree program.

Graduate students may enroll for future terms at Turner Theological Seminary, but they are ineligible to receive financial aid while on suspension.

5.5.4 APPEALS AND APPEALS PROCESSING

TTS recognizes that there may be extenuating and mitigating circumstances affecting student performance. Graduate students may appeal their satisfactory academic progress suspension if any of the following circumstances exist: 1) Death of a relative; 2) Illness or injury; and/or 3) Other circumstances directly affecting academic performance. TTS will provide instructions for appeal as part of the notification sent to students placed on suspension. You must submit documentation or supporting letters to confirm your circumstances (e.g., a letter from a physician or counselor, medical bills, death certificate, military orders, and court documents). Supporting letters or documentation must be on official letterhead. Graduate students placed on suspension after the spring semester must submit an appeal and appropriate documentation to receive financial aid consideration for enrollment in subsequent terms. Deadlines to Appeal are Fall Term: July 1 and Summer Term: 7 Days after receipt of the notice.

A SAP appeal must be submitted by the specified deadline for the relevant term and is subject to approval. TTS will assess all appeals received and inform students of the decision via their TTS email address within 10-15 business days. Students facing suspension may have the opportunity to appeal their academic status and are advised to consult with a TTS representative regarding the appeal procedure and criteria. Those who successfully complete the appeal process and receive approval will be placed on probation. Students ineligible to appeal, whose appeals are rejected, or those who fail to submit an appeal will remain on financial aid suspension.



Section V **FINANCIAL SUPPORT SERVICES**

5.5.5 PROBATION

Students who complete the appeal process and are approved, are placed on probation for one semester. Students on probation are eligible to receive financial aid. Students must meet the following terms and conditions during their probationary semester to maintain good academic standing for financial aid: 1) Successfully complete all coursework attempted during the semester with a grade of B or better; 2) Meet the academic requirements outlined in the student's academic plan; 3) If the student has reached maximum timeframe, the student must complete all coursework attempted and all outstanding degree requirements necessary to complete the degree program.

5.5.6 ACADEMIC PLAN

The student and his/her Faculty Advisor will design an academic plan as part of the appeal process. If approved, the student is required to follow this academic plan during the probationary term. Failure to meet any or all the academic plan requirements will result in the student's suspension of financial aid eligibility for future terms. Students are required to have a grade point average of at least a "C" or its equivalent by the end of their second year of enrollment or have academic standing consistent with the institution's requirements for graduation. At TTS, students must have a minimum grade point average of 2.25 to be considered making satisfactory academic progress.

5.5.7 COURSE DROPS, COURSE WITHDRAWALS, COMPLETE WITHDRAWALS

Course Drops

Students may drop courses before the first day of class and receive a full refund of tuition and fees for coursework dropped. Students may drop and add courses during the Drop-Add period without penalty. A dropped course or coursework is not included on your academic record and is not considered when calculating your GPA or determining your financial aid eligibility.

Course Withdrawals

Student Aid funds are awarded to students based on the assumption the student will attend classes for the entire period of enrollment. When a student drops, withdraws from a course or all courses, or stops attending classes, the student may no longer be eligible for the full amount of funds originally awarded. If you are considering dropping or withdrawing your enrollment from a course or Turner Theological Seminary, it is important to contact your academic advisor. If you were awarded federal financial aid funds, the student is to contact the Office of Financial Aid.

Students may withdraw from courses as specified in the TTS Catalog. These courses are included in the calculation of a student's financial aid eligibility and will show up on a student's academic record as a 'W'. All 'W' courses are counted toward a GPA, and student's completion rate and could affect their satisfactory academic progress (SAP) standing. Students do not receive any refunds for tuition and fees associated with course withdrawals.

Section V **FINANCIAL SUPPORT SERVICES**

Complete Withdrawals

Students receiving federal financial aid who completely withdraw from all coursework during a semester are subject to a reduction in their financial aid award. The date of a student's withdrawal generally determines the amount of the reduction. Completely withdrawing from the semester ultimately affects a student's completion rate and could impact satisfactory academic progress (SAP) standing. Because students are still charged full tuition and fees for course withdrawals, most students who completely withdraw from the semester owe a balance to the college. It is important to discuss your options with your academic advisor, Director of Admissions, Retention and Student Services, and a Student Financial Services representative prior to completely withdrawing from the semester.

Students who receive federal financial aid but do not earn any credits (passing grades) by the end of a semester may have their financial aid award reduced. The reduction amount is typically determined by the last date of attendance or academic activity for each course where a failing grade was received. Failing to complete coursework could impact a student's completion rate, cumulative GPA, and satisfactory academic progress (SAP) status. Since full tuition and fees are still charged for incomplete coursework, students classified as unofficial withdrawals may owe a balance to the college. It is crucial to consult with your academic advisor and the Office of Financial Services representative before discontinuing attendance or submitting assignments.





Section VI **Academic Support**

Turner Theological Seminary is a community of faith and learning offering master's degrees whose mission is to be the preeminent world center for Africentric theological engagement and developing leaders to advance God's mission of love, justice, and restoration in the world.



Section VI **ACADEMIC SUPPORT**

The Director of Admissions, Retention, and Student Services continually works with student retention by supporting new students and continuing matriculants realistically considering both their academic and personal life demands. The mentoring relationships formed in the DARSS staff facilitate the enrolled student's understanding and appreciation of the demands of the curriculum, achieving learning outcomes and their successful completion of requirements for the degree. This type of engagement is initiated from the onset during orientation, registration, and enrollment. Particularly, orientation and advisement explained both expected learning outcomes to students and the necessity of their respective achievements of these outcomes from the outset. This material is followed up in the Foundations for Ministry course during their first semester.

6.1 MANDATORY ATTENDANCE

TTS enforces a compulsory attendance policy where students must be present for at least 85% of the scheduled class sessions for each course they are registered in. Not meeting this requirement will significantly affect the student's grade and could lead to removal from the course. Students are accountable for confirming their class attendance with the faculty. The Registrar oversees all attendance records submitted by faculty and manages the official student attendance records for the institution.

6.2 VOCATIONAL SUPPORT AND COACHING/STUDENT RETENTION

Throughout its history, TTS has traditionally equipped individuals for service within the church and global communities. Thus, learning activities and outcomes are typically linked to this preparation process. As mentioned earlier, denominational influences play a crucial role in guiding individuals toward this purpose. Interestingly, more graduates are now pursuing diverse paths with their acquired degrees. The ongoing advisory process aims to address students' concerns as they explore different ways to apply their education. Scheduled conversations and continuous support during advisement sessions and throughout the semester facilitate coaching, elective course selection, and the development of mentorship connections.





Section VI **ACADEMIC SUPPORT**

6.3 ADVISORS AND FORMS OF ADVISEMENT

Advisement in all degree programs is conducted by individuals well-versed in the specific degree criteria. These knowledgeable individuals assist students in selecting courses to ensure they progress in the correct sequence towards degree completion. Official advisement schedules are made available and maintained by the institution. Students make use of these scheduled sessions to receive guidance from their assigned advisor, relevant denominational representatives, and informal advice from their peers. Published academic and degree calendars help students understand the requirements of their program and the institution. Students engage in advisement from the beginning of their enrollment as it is an integral part of the admission process.

- Students determine if they are matriculating to earn a Master of Divinity (M.Div.), Master Art (MA), or a double Master of Divinity and Master of Arts (M.Div./M.A.).
- There is an opportunity for concentration studies while pursuing the M.Div.
- There is the option of earning a dual degree, which conjoins M.Div. with the M.A. This determination is made in the M.Div. student's second year of matriculation.
- All the above degrees prepare the student for professional demonstrations of the varied disciplines within the church and its work. Students determine if they will matriculate primarily as a day, evening, or distance learning student.
- Students determine whether they will matriculate as Full-time or Part-time students. Full-time student matriculates between 9-15 credit hours per semester. Maximum credit hours per semester are 18. Any credit hours over 16 require prior approval.

6.5 ADVISORY CONSIDERATIONS

- Throughout their academic journey, individuals should assess their financial backing, requirements, and available resources. It is crucial for students to establish how they will finance their education and sustain themselves during their time as students. Ensure to provide evidence of your submitted FAFSA (Free Application for Federal Student Aid) application, along with proof of other scholarships and personal funding sources.
- Consider the life adjustments that will be made to complete their matriculation toward earning a degree. Also, consider all the relational support systems that need to be in place and maintained here; these include family, congregation, denomination, health and spiritual. You are preparing to embark upon an educational process that will change your life.
- On-campus participation via general relationships between peers, mentoring relationships with the faculty, and guidance relationships with your denominational dean are significant to the successful completion of your matriculation.

Section VI **ACADEMIC SUPPORT**

6.6 SEQUENCED AND INTEGRATED CURRICULUM

In order to make the most of your education, it's essential to follow a specific course sequence throughout your academic journey. It's crucial to determine whether you will be studying on-campus or through distance learning. If needed, transitioning between hybrid or online learning can be requested and approved after careful review of your changing life circumstances. Flexibility in your schedule is necessary to accommodate varying course times, which may change each semester. Most courses are scheduled from Tuesday to Thursday, while denominational course requirements are typically held on Monday evenings. When planning your course load, consider the number of credit hours you can handle each semester. The table below outlines the projected timeline for completing the M.Div. program, which requires a total of seventy-two (72) credit hours with a minimum grade of C in Core and Concentration courses. Seek guidance regarding credit hour requirements and estimated completion times for other degree options.

Please be advised of the following as you prepare for your matriculation.

- It is to your financial benefit to maintain 9 or more credit hours per semester. Level student matriculation charges range between 9-15 credit hours per semester. An added rate is charged for 8 and less and 16+ credit hours during a semester.
- It is to your matriculation benefit to maintain 12 or more credit hours per semester. Please see the projected degree completion dependent upon your credit hours per semester. This rubric assumes Fall and Spring matriculations. Caution is to be exercised when matriculation is less than 12 credit hours per semester because of the time allotted to complete your degree. All requirements for the M.Div. or MA degree must be completed within five years from the date of first registration. *Students matriculating at the less nine credit hours per semester have up to seven years to complete their degree and are advised to include summer semester(s) in their matriculation.

6.7 FORMS OF ADVISEMENT

- Individualized: You will be assigned a faculty advisor. The responsibility of the faculty advisor is to help you with planning and/or adjusting your planned program of study throughout your matriculation.
- Centralized: The DARSS ensures fair and equitable options, and flexibility is in accordance with institutional policies. It approves changes requested by the student and faculty advisor.



Section VI **ACADEMIC SUPPORT**

Your course load depends on the credit hours you choose for the semester. Moving forward, you and your faculty advisor will work together to ensure you complete your planned program of study each semester. For detailed guidance on student academic responsibilities, please consult the TTS Catalog.

6.8 SATISFACTORY COURSEWORK

Please refer to the TTS Catalog for detailed descriptions and guidelines outlining the institutional policy on Satisfactory Academic Progress. It is essential that all candidates maintain satisfactory performance in courses and make progress towards meeting degree requirements. At TTS, every student is required to uphold the utmost standards in their academic and scholarly endeavors. Any student caught engaging in plagiarism or other forms of academic dishonesty will face disciplinary actions from TTS, which may include suspension or expulsion from the student body.

Students with no credit in a course or with Marginal Credit (C- in core courses or D in non-core courses) will undergo academic review by DARSS. If a student receives two or more Marginal Credits in consecutive semesters, they will be placed on academic probation for the upcoming semester or a longer duration determined by COS. During the probationary period, if the student gets another Marginal Credit, they may face Academic Dismissal. After the probationary semester, the student will receive written communication from the Registrar indicating probation removal, continued probation, or dismissal from TTS.

6.9 CHALLENGES TO SATISFACTORY COURSEWORK

The Director of Admissions, Retention, and Student Services, in collaboration with the Provost and Registrar, will work with the student to define the terms of remedial intervention. In cases where dismissal may be considered, the student will be informed accordingly. If the situation is deemed remediable, the student will receive clear instructions on the necessary actions to remedy the issue, the timeframe for completion, and any other relevant conditions. Failure to comply with the remedial requirements within the specified timeframe may result in dismissal from TTS. The final decision lies with the Office of the President.



Section VI **ACADEMIC SUPPORT**

Instances that may not be rectifiable could encompass academic shortcomings that are not amenable to feasible corrective measures, scenarios involving violence or imminent danger, moral misconduct, events or behaviors that could harm TTS's reputation or community, and other circumstances where remedial measures may not be suitable or feasible. (Refer to the Special Needs Process section for more details.)

6.10 ACADEMIC PROBATION AND SUSPENSION

Students placed on academic probation by the Registrar and Academic Offices will also face financial aid and on-campus housing probation. This means students will maintain their financial aid, including grants and scholarships from TTS, participate in the Federal Work-Study Program, and keep their on-campus housing for one semester during academic probation. However, if a student remains on academic probation for a consecutive semester, they will lose financial aid eligibility, including grants and scholarships from TTS, be unable to participate in the Federal Work-Study Program, or maintain on-campus housing unless there are extenuating circumstances such as illness or personal/family crisis. For more details on financial aid policies, reach out to the Director of Financial Aid and refer to the financial aid policy in this handbook.

A student might need to leave TTS for reasons other than academic ones. Factors such as personal conduct and the mental or physical well-being of students are taken into account in such cases. During the evaluation of a specific situation, a student may be directed by administration to undergo an assessment with TTS's Relational Health Counselor.







Section VII **GRADES, INTERPERSONAL COMPLAINTS & APPEAL**

Turner Theological Seminary is a community of faith and learning offering master's degrees whose mission is to be the preeminent world center for Africentric theological engagement and developing leaders to advance God's mission of love, justice, and restoration in the world.

Section VII **GRADES AND INTERPERSONAL COMPLAINTS AND APPEAL**

Turner Theological Seminary has established internal procedures to promptly and fairly address student complaints regarding any concerns at the institution. It is crucial to handle all complaints without delay to ensure timely review and investigation of allegations. Rest assured that all complaints are treated confidentially.

The resolution process detailed here aims to offer a structured approach for addressing grade or interpersonal grievances brought by a student against a peer, faculty member, administrator, or the institution. It delineates a procedure that categorizes the resolution request as either informal or formal, with the complainant deciding the gravity upon reporting. The level of involvement escalates with each tier, correlating with heightened levels of responsibility and accountability. TTS is dedicated to utilizing resources and personnel effectively to safeguard the welfare of its students and the institution's integrity.

7.1 GRADE CHANGE AND APPEAL

When students have concerns about their grades, the grade appeal process is the avenue for any changes to be made. It is advised that students engage in discussions with their instructors regarding their coursework and grading, as this interaction is crucial for their academic progress. If a student questions a course grade, it is their responsibility to communicate with the course faculty member to address their concerns. This dialogue is a key step in resolving any student issues. Only after meeting all assignment and course requirements, discussing the matter with the instructor without reaching an agreement, and feeling unfairly graded, can a student submit a Grade Appeal in DARSS. The grade alteration stems from the student's discussion with the professor, requesting a review of submitted work, potentially leading to a grade adjustment. It is expected that the student's grade will not be decreased after the review. Following the assessment, the faculty member collaborates with the student to decide on any grade modifications and completes the necessary paperwork for the grade change through the Vice President of Academic Affairs/Provost Office.





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Upon receiving the appropriate signatures, the completion is confirmed in consultation with the DARSS. Following this, the Provost conducts a final review of the procedure and sends the Change of Grade/Incomplete Removal document to the Director of Enrollment and Registrar for the grade adjustment. If the Provost or another Administrator is also the course instructor for the Master of Divinity or Master of Arts, the DARSS manages the Change of Grade submission to the Enrollment and Registrar Director's office. The Provost or designated Academic representative involved conducts a review of the process and then forwards the finalized Change of Grade/Incomplete Removal document to the Director of Enrollment and Registrar for the subsequent grade alteration.

Step 1

A student who is dissatisfied with a decision by an instructor relative to a final course grade and can document an error in the computing of that grade must seek to reconcile the grievance with the instructor within two weeks after receiving the semester grade report from the Office of the Registrar. If there is no satisfactory resolution, the student may appeal the instructor's decision.

Step 2

The student is required to inform the DARSS in writing about their intention to appeal their grade within two weeks of starting a discussion with the instructor regarding a grade change for the specific course. The notification should outline the factual reasons for the student's dissatisfaction with the final grade and should include all supporting evidence, such as exams, papers, and emails. It's crucial for students to keep the original documents. Following this, the DARSS will inform the Vice President of Academic Affairs/Provost about the formal grade appeal, who will then inform the relevant faculty member for further discussion. The Vice President of Academic Affairs/Provost will schedule a review of materials and discussions involving both faculty members and students to reach a resolution.

Step 3

Throughout the grade appeal process, the Provost will listen to each party, providing a chance to present any extra data, facts, records, etc., that support the initial grade change resolution by the faculty member and the student's grade appeal. The Vice President of Academic Affairs/Provost and DARSS may participate in the process as advisors to faculty and students, respectively.

If the Provost or another Administrator serves as the faculty of record for the course, whether it's the Master of Divinity or Master of Arts, the DARSS handles the Change of Grade submission to the Director of Enrollment and Registrar. If not, the Provost or a designated Academic representative must oversee the process and then send the completed Change of Grade/Incomplete Removal document to the Director of Enrollment and Registrar for the subsequent recording of the grade change.

Section VII **GRADES AND INTERPERSONAL COMPLAINTS AND APPEAL**

7.2 REPORTING AND PROCESSING INTERPERSONAL COMPLAINTS

Interpersonal complaints involving students typically originate in the DARSS and should be reported promptly after the latest incident. The primary objective is to facilitate a constructive dialogue between the student and the other party. The aim of the discussion is to establish mutual understanding leading all parties towards a mutually acceptable resolution. Any member of the administration or faculty leadership, in coordination with the DARSS, can support a student through an informal complaint process. This designated member may choose to inform DARSS about the concerns raised during the event for record-keeping purposes.

7.2.1 INFORMAL COMPLAINT PROCESS

The initiation and process of resolution will include the following:

- Provide guidelines that delineate and/or clarify policies and procedures
- Encourage the student filing the complaint to be in conversation with the other party to move toward a resolution. This can possibly be done by considering the added information as relating to policies and procedures, as well as, institutional precedent.
- Give direction as to whom else may assist the aggrieved student(s), faculty, or staff about concern or alleged misconduct;
- On a need-to-know basis, disclose appropriate information to other administrative and/or faculty leadership. All disclosures will be consistent with state and federal law.
- The Director of Admissions, Retention, and Student Services may investigate the complaint without identifying the complainant if, in the judgment of the Resolution Official, this would increase the likelihood of a satisfactory resolution of the complaint.
- Inform the person against whom the complaint is brought of its existence;
- Evaluate the severity of the complaint in conversation with the student and refer it to a formal process as guided by the Director of Admissions, Retention, and Student Services, if warranted.

If the administrative or faculty leadership, in collaboration with the DARSS, determines that there is evidence supporting the alleged behavior, they may choose to address the complaint using one or more of the following methods:



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- Separate the parties until a time that is conducive to contact, remediation, and resolution;
- Facilitate a meeting between the parties;
- Discuss the complaint with the alleged offender, informing him/her of the policy and indicating that the behavior must stop;
- Suggest counseling and/or sensitivity training;
- Request a letter of apology to the complainant; Implement other non-disciplinary actions as deemed appropriate (time away from work with/without pay, transfer to another department) and Maintain appropriate documentation of the resolution process.
- The Director of Admissions, Retention, and Student Services will have direct access as needed to the Director of Human Resources and other institutional leadership.
- This office will also keep the complainant informed of the status of the complaint and will seek input from the appropriate administrators when implementing corrective action.

7.2.2 FORMAL COMPLAINT PROCESS

If the informal resolution process fails to address the student's complaint satisfactorily during discussions with the DARSS within a reasonable period, not exceeding 15 days, or if a more formal procedure is deemed necessary due to specific circumstances. The main reason behind this shift is a substantial disparity in interpreting and implementing institutional policies. The DARSS will arrange a meeting involving the Provost or the Director of Human Resources, the student, and other key institutional members relevant to the inquiry. This group will then follow these steps:

- Ensure there is a written complaint that is to be signed by the complainant within two days* of the filing of the complaint. The DARSS will assist the complainant with the preparation of a written complaint. The written complaint must include details concerning the incident(s) or conduct giving rise to the complaint, date(s) and location(s) of the incident(s), and any witness(es) to the alleged incident(s) or conduct.
- Notify the alleged offender, within three days of receiving the complaint, of the nature of the allegation and include a copy of policies, procedures, and process. The alleged offender must provide a written response to the allegations within three days of receiving this notice.
- Investigate the complaint, including, without limitation, interviewing parties and other witnesses, supervisors, and/or other persons who may have information about the alleged incident and may review personnel records relevant to the complaint.





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- The resolution team will offer input and make recommendations as a move toward resolution. These are likely already discussed in the process toward informal resolution. The intentionality of these outcomes is more constrained because of the formality and degree of documentation associated with the formal complaint process. Ultimately, participation by all parties includes but is not limited to the following:
 - Recommendations of stated improvement or changes in behavior and/or engagements for all parties involved;
 - Steps that demonstrate understanding and application of institutional policy;
 - Steps that demonstrate active participation in prescribed remediation;
 - Appropriate discipline may range from an oral reprimand up to and including termination/dismissal or any other appropriate remedial action.

*The Department of Education requires Turner Theological Seminary (TTS) to provide contact information for filing complaints with the TTS, its accrediting agency, and the appropriate state agency charged with handling complaints to out-of-state students in states where the student resides. Students who desire to resolve a complaint should follow the TTS student complaint policy.

If a complaint cannot be resolved by following the TTS procedures, a student may file a complaint with the following agencies:

- Georgia Nonpublic Postsecondary Commission (GNPEC) by completing the Online GNPEC Student Complaint Form found at <https://gnpec.georgia.gov/student-resources/complaints-against-institution/gnpec-complaint-form>.
- Students may contact TRACS Accrediting Agency by completing the TRACS Complaint Form found at https://tracs.org/Documents/3.TRACSComplaintForm-AgainstInstitution_000.pdf. Complaints are submitted in writing on the TRACS Complaint Processing Form (Link above) and in accordance with the provisions detailed on the TRACS Complaint Information Sheet. A printed copy of all materials is sent to:

President, Transnational Association of Christian Colleges and Schools
15935 Forest Rd., Forest VA 24551.

TRACS will not consider complaints submitted on behalf of another individual.

*All “days” refer to working days excluding holidays and weekends.

7.2.3 APPEAL PROCESS

Either the complainant or the accused party has the right to appeal any decision related to resolving a complaint to the President if there are concerns about matters concerning institutional integrity. This includes instances where the complainant challenges the interpretation, application, and completion of formal and informal institutional complaint procedures, or questions the legality of the institution's actions and responses during the complaint process. Appeals to the President must be submitted in writing with relevant documentation to the Office of Human Resources within seven days of receiving the complaint resolution notice.

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The President or their representative will promptly review and investigate the appeal with all relevant materials, taking into account the circumstances. A final decision will be made by the President and reported to the institution in a timely manner. No definitive disciplinary action will be enforced against the accused individual until the appeals process is completed, unless the student or institutional employee chooses to skip parts of the process. Temporary measures may be upheld during the appeal process. The institution reserves the right to implement institutional or administrative disciplinary actions at any stage of the complaint process involving individuals, including suspension or expulsion of a student.

All supervisors, the President, Vice Presidents, Executive Director, Directors, and Managers, have a major role in ensuring the seminary's well-being. These responsibilities include but are not limited to:

- Understanding, communicating, and enforcing the TTS's policies and procedures;
- Setting a clear example of appropriate workplace behavior and communicating zero tolerance for offensive behavior, conversation, and rapport;
- Being aware of what is going on in the workplace and monitoring signs of disenfranchising engagement;
- Reporting immediately any inappropriate actions of which you become aware, that you believe may constitute such an environment.







Section VIII **Standards of Personal Conduct**

Turner Theological Seminary is a community of faith and learning offering master's degrees whose mission is to be the preeminent world center for Africentric theological engagement and developing leaders to advance God's mission of love, justice, and restoration in the world.



Section VIII **STANDARDS OF PERSONAL CONDUCT**

The TTS is a Christian community dedicated to nurturing leaders for the Christian Church in spiritual, intellectual, physical, and psychological aspects. In a community of theological learners who value individual rights and promote personal responsibility, extensive rules are unnecessary. Seminarians at TTS are expected to exhibit personal maturity through traits like self-discipline, emotional stability, integrity, and Christian behavior. The driving force behind pursuing theological education is a deep dedication to Christian ministry and a deliberate focus on spiritual growth. As a result, behavior both on and off campus will mirror the beliefs and faith associated with this commitment.

The seminarian, in addition to being a citizen bound by civil laws and governmental regulations, upholds respect for the law as a personal duty. This commitment is also extended to fellow community members who align with the Seminary's objectives and values. By collaborating with the faculty and administrative team, the seminarian contributes to realizing the vision of the TTS in advancing its mission in theological education globally and in connection with the Church.

Each individual within the TTS academic community has a duty to maintain the professionalism and ethical standards outlined in these guidelines. It is anticipated that community members will promptly notify the DARSS and/or Provost of any instances they perceive as breaches of academic integrity policies.

If a student is uncertain about whether their actions could be seen as a breach of academic integrity, it is their duty to seek guidance from the instructor beforehand to address any uncertainties. All candidates are required to maintain satisfactory work in courses and meet the degree requirements. Every TTS student is expected to uphold the utmost standards in their academic and scholarly pursuits. Any student caught engaging in plagiarism or other types of academic misconduct will face disciplinary action by TTS, which may include suspension or expulsion from the student body.

8.1 STANDARDS OF PERSONAL CONDUCT

TTS establishes rules, policies, and procedures to manage community relations. Every student must understand these rules, policies, and the process for addressing non-compliance. The fundamental principle guiding the expected standards of personal behavior for TTS students is showing respect for others' well-being and belongings. Adhering to these standards is a crucial aspect of each student's educational and spiritual growth. Compliance promotes self-discipline, respect for others' rights, and a sense of responsibility for the well-being and reputation of TTS.





Section VIII **STANDARDS OF PERSONAL CONDUCT**

The TTS is committed to demonstrating high standards of ethical and moral behavior in every aspect of institutional life and embraces the following values: 1) Honesty, 2) Compassion, 3) Respect, and 4) Integrity. Students who violate the rules or policies of the TTS face sanctions ranging from fines to suspension and/or expulsion. All students are expected to comply with all federal, state, and local laws and may be subject to the TTS and criminal penalties for law violations.

The standards of personal conduct expected of the TTS student do not tolerate:

- Violent or disorderly conduct or other conduct that endangers the safety or security of any member of the TTS community.
- The distribution, possession, sale, manufacture, or use of illegal drugs or substances, and the medically unsupervised use of prescription drugs.
- The consumption of alcoholic beverages on campus.
- The use or possession of guns, firearms, or other dangerous weapons. Firecrackers or other explosives are also prohibited.
- Tampering with fire alarms, extinguishers, and fire prevention equipment or failing to comply with other safety rules.
- Engaging in obscene, lewd, or other conduct that disrupts any program or activity on the TTS campus, impedes freedom of inquiry or expression, or interferes with the freedom of movement of any member of the TTS community.
- Physically or verbally abusing or threatening to abuse any member of the TTS community.
- Stealing or possessing stolen property or extorting or attempting to extort money from a member of the TTS community.
- Damaging property of the TTS or any member of the TTS community.
- Unauthorized entry into, use, or occupancy of the TTS facilities.
- Unauthorized possession or use of any key or master key to TTS offices or residence facilities.
- Violating the TTS's sexual harassment policy or harassing any person or group of persons based on the person(s) race, color, sex, religion, national origin, age, disability, or veteran status.
- Fraud, including telephone fraud and the unauthorized use of checks, credit cards, or calling cards.
- Forgery, including falsifying academic or nonacademic documents or financial instruments.
- Any form of academic dishonesty.
- Inappropriate or misuse of institutional resources, including but not limited to information technology, electronic or academic hardware or software, personnel or personal relationships. This includes the use, management, or forwarding of external materials for dissemination using institutional resources.
- Violating any other policies, rules, and regulations of the TTS.



Section VIII **STANDARDS OF PERSONAL CONDUCT**

8.2 STANDARDS FOR PROFESSIONAL AND ETHICAL CONDUCT

The TTS serves as an academic community focused on the pursuit of knowledge. Maintaining high standards of academic integrity is essential for the community's functioning and growth. It is the shared responsibility of students and faculty to adhere to the institution's academic integrity and anti-harassment policies. The use of offensive language or any breaches will not be accepted by TTS.

Students who commit any of the following prohibited actions may face charges under these policies:

- Plagiarism or submitting work that is not their own without proper credit to the original source
- Fabrication of data or information
- Submitting work with abusive, threatening, sexually explicit, or offensive content unrelated to the topic
- Cheating
- Misrepresenting academic information or records
- Engaging in academic misconduct, dishonesty, or fraud.

This list does not cover all behaviors that could violate these policies. Behaviors warranting charges of academic misconduct and circumstances constituting violations of academic integrity policy may also be considered under guidelines and reprimands associated with conduct. Those who violate academic integrity standards and/or professional ethics should expect to be sanctioned up to and including dismissal from TTS.

8.3 STANDARDS FOR ACADEMIC CONDUCT

At TTS, students must uphold the highest standards of integrity and honesty in their academic pursuits. An integral part of this integrity is properly acknowledging others' ideas and ensuring that all submitted work is plagiarism-free.

The TTS is committed to attaining academic excellence and recognizes the discipline necessary for this endeavor. Therefore, we prioritize addressing any activities that could impede our objective. If behavior contradicts our Christian ministry values, leading to disciplinary matters, ethical dilemmas, integrity concerns, or actions not in line with the TTS's goals, those individuals will be examined, and appropriate actions will be implemented.



Section VIII **STANDARDS OF PERSONAL CONDUCT**

TTS Seminary Community Expectations and Guidelines

- Members of the TTS community are required to adhere to professional standards of scholarly discussions, academic honesty, and impartiality.
- All TTS community members are expected to demonstrate a strong sense of personal honesty.
- TTS upholds the utmost freedom of exploration, teaching, learning, and expression for all individuals within its community.
- Any actions that disrupt the normal and vital functions of TTS or tarnish its reputation for academic excellence, integrity, and accountability are not allowed.
- Students or other TTS community members can report students for breaching academic integrity and behavior rules.

Students who are found to have violated these integrity and behavior standards will face appropriate disciplinary measures, such as warnings, probation, suspension, or expulsion.

8.4 STANDARDS FOR COMMUNITY CONDUCT

Students at our institution are considered adults and are thus entrusted with a high level of responsibility. They actively participate in professional development processes linked to congregational and denominational life, requiring them to demonstrate maturity that supports their professional growth. It is expected that students lead personal lives aligned with the community's values, as actions are visible to all within this close-knit environment. The conduct of each individual is observed by others, emphasizing the interconnectedness of all community members. The outcomes of our individual actions affect one another, highlighting the shared responsibility within our community. The school encourages students to embody the values of faith and its practices. The curriculum consistently encourages personal growth in understanding and practicing one's faith.

The conduct of the student community is essential for self-care and supporting peers. It is expected that students treat each other with respect and avoid behaviors that may cause emotional distress or relational problems within the school community. If students encounter such situations, they should seek appropriate support to address and overcome the challenges they face.

8.5 STANDARDS FOR CITIZENSHIP AND CHURCH LEADERSHIP PREPARATION CONDUCT

Seminarians, as citizens, have the privilege of freedom of speech, the right to peaceful assembly, the right to petition, and other rights granted by the institution, the Constitution of the United States of America, and the State of Georgia. Students also bear the responsibilities that come with being part of this academic community by choice.



Section VIII **STANDARDS OF PERSONAL CONDUCT**

Seminary students are urged to enhance their conflict resolution skills and their ability to motivate others to strive for both individual and collective goals. Leadership skill development opportunities are provided through school clubs and within the Church. TTS also requires visitors to abide by the community guidelines followed by students and residents. It is the duty of students hosting guests to inform them about these guidelines and ensure their compliance during their stay.

If a student is accused of an offense that poses a significant risk of physical or mental harm to themselves or others in the community, temporary sanctions may be enforced to ensure the safety of the student, the seminary community, and property. If found guilty of such an offense, disciplinary measures, including possible expulsion, may be taken against the student.

8.6 BEHAVIORAL STANDARDS AND DESCRIPTORS FOR MISCONDUCT

8.6.1 BEHAVIORAL STANDARDS

TTS acknowledges the significance of both student academic advancement and personal welfare. Prioritizing the safety and well-being of all community members, TTS reserves the right to cease the enrollment of a student displaying behavioral challenges that hinder their academic progress or jeopardize the safety of others. In the event of a student being separated from TTS due to such issues, they will receive information on the re-enrollment procedure through DARSS.

8.6.2 DESCRIPTORS FOR MISCONDUCT

Recognition and reporting of general misconduct is reflected in but not limited to the following:

- Obstruction or disruption of teaching, research, administration, TTS procedures, and activities, or other authorized activities on TTS premises, including public service functions on or off the premises.
- Unauthorized entry or use of TTS facilities or unauthorized possession or use of TTS property or property of others.
- Forgery, alteration, or misuse of TTS documents, records or identification, furnishing false information to TTS, or possessing any false identification or identification belonging to another person.
- Identity theft: Possessing or using another person's name, address, Social Security number (SSN), bank or credit card account number, or other identifying information without that person's knowledge and with the intent to commit fraud or other crimes.

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- Theft or other abuse of computer facilities and resources, including but not limited to any violation of TTS computer use policy, using computing facilities and resources to send obscene or abusive messages or other unauthorized use of computing facilities and resources.
- Violations of copyright law by unlawful copying, distributing, sharing, or storing copyright-protected information or material, including but not limited to music, film, and video on the Internet.
- The unlawful possession, use, or distribution of illicit drugs, unlawful drug paraphernalia, and alcohol, including public intoxication.
- Failure to comply with authorized directions of, or furnishing false information to, TTS officials or representatives of the JC acting in the performance of their duties.
- Failure to engage in responsible social conduct that reflects credit upon TTS and to model good civil conduct and citizenship.
- Violations of any other TTS policy, rule, or regulation or of federal, state, or local law.
- Students taking only non-credit courses are guests of the TTS. They are required to conform with TTS standards of behavior but are not entitled to the dispute resolution, grievance, or hearing provisions or the appeal rights set forth below and herein that are afforded to TTS students enrolled in degree programs or for-credit students.
- In the event of an alleged violation of the student standards of conduct or other inappropriate behavior by a student taking a non-credit course, the discipline or remedy imposed by the professor or instructor of that course shall be reviewable only by the President or the President's designee; the process employed in connection with such a review, the standards of review and the review determination shall be in the sole and exclusive discretion of the DARSS, whose determination shall be final.



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8.7 PLAGIARISM AND RESOLVING ALLEGATIONS OF ACADEMIC MISCONDUCT

8.7.1 PLAGIARISM

Plagiarism involves taking and representing someone else's writing or creative content as your own without giving credit. It is considered a dishonest act that infringes on the intellectual property rights of others, morally comparable to fraud and theft. All TTS students are required to comprehend the concept of plagiarism and refrain from engaging in it under any circumstances.

Plagiarism occurs when sentences, paragraphs, images, or musical scores are quoted without proper citation or the use of quotation marks. It can also happen when text is closely paraphrased from another source without giving credit. Making minor changes to appropriated text does not negate the act of plagiarism.

To prevent plagiarism, students must consistently employ both quotation marks and a suitable bibliographic citation when directly quoting another text. Copying a significant portion of text without using quotation marks may be considered plagiarism, even if the original author is acknowledged or referenced in some manner.

To maintain good academic standards, it is essential to always reference the source of an idea when it is borrowed from another individual's work, even if it is rephrased in one's own words. Failing to acknowledge another person's ideas is considered poor scholarship and can lead to severe academic consequences, including receiving No Credit for the course or facing disciplinary actions up to dismissal from the institution.

8.7.2 DESCRIPTORS FOR PLAGIARISM

- Using unauthorized information while taking an examination.
- Submitting as one's own work the laboratory worksheet, themes, reports, drawings, or other work prepared by another person.
- Copying the homework, reports, or examination answers of another person to submit as one's own work.
- Giving, receiving, or selling research papers, book reports, or class projects.
- Having someone take an examination for you or taking an examination for another person.
- Assisting another student in committing an act of academic dishonesty.
- Offering money, service, or benefit to a faculty or staff member for influencing their decision regarding academic status.



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- Using the ideas or words of writers without appropriate documentation, e.g., footnotes, endnotes, parenthetical references.
- Knowingly furnishing false, misleading, or incomplete information to any TTS official or unofficial records for TTS programs or altering such records is prohibited.
- Acts of forgery, alteration, or misuse of documents such as registration entry tickets, identification cards, meal cards, work-study time sheets, and financial instruments such as checks or money orders are prohibited.
- Acts of indecent exposure, fondling, lewd caressing, gestures, or other obscene or indecent behavior.
- Behavior that intentionally and unreasonably interrupts or interferes with classroom instruction, research, Center committees, boards, privileges, or the TTS/student activities is prohibited.
- Infringement upon the rights and privileges of others is forbidden.

8.7.3 RESOLVING ALLEGATIONS OF PLAGIARISM/ACADEMIC MISCONDUCT

When plagiarism is suspected in a student's work, the class instructor must meet with the student to discuss the concern. If, after the meeting, the instructor is convinced that no plagiarism took place, or if it was a minor issue and the student commits to improving academic practices, no additional steps are necessary. However, the instructor must still refer the student to the TTS's policy documents on plagiarism and provide a concise written report to the Provost and DARSS in all such instances.

In cases of serious and significant infractions, the instructor is required to report all details to the Provost's office. Subsequently, the student and instructor may be summoned for separate and/or joint meetings. Following an investigation, the Provost will reach a conclusion and formally convey the outcome in writing to both the student and the instructor. This decision is conclusive and cannot be contested.

8.8 INSTITUTIONAL ADDRESS/STUDENT MISCONDUCT DISCIPLINARY ACTIONS

This policy establishes the jurisdiction for handling student misconduct. Students who are also TTS employees may face distinct disciplinary actions based on their employment status. Additionally, TTS has specific policies for staff, faculty, and community members. The Code does not prohibit investigations or disciplinary actions under other relevant Seminary policies.



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8.8.1 DARSS/VPAF-P/STUDENT/ADVISOR

The Director of Admissions, Retention, and Student Services (DARSS): The DARSS is responsible for interventionally moving student complaints through stages for the process toward resolution. All student complaints begin in the Director of Admissions, Retention, and Student Services and are processed per the request of the complainant. Consideration will be given to previous efforts toward resolution. The DARSS is responsible for hearing and processing complaints that outstrip the processes normally associated and resolved through the grade and interpersonal complaint and appeal process due to the egregious character of the complaint, subsequently formalizing it in the Ethics and Behavioral Standards Committee process. Investigation and review of case content determines the location of the matter for remedy.

In this policy, a student at TTS refers to anyone enrolled in a degree program. All individuals attending courses or engaging in activities at TTS are bound by the conduct standards. Any reported violation occurring while a person is a student or on the TTS campus falls within the scope of this policy. Students facing allegations of misconduct under these codes may be referred to as "complainants or respondents."

The Office of the Provost oversees all matters related to enforcing the TTS's Standards for Conduct. As the DRSS is under the supervision of the Provost's Office, the provost is consulted to guide the resolution process in line with the institution's welfare, following the President's direction. These duties are fulfilled by the Provost or their designated representatives.

Generally, when choosing an advisor, students should ensure that the advisor's schedule permits attendance at the designated hearing dates and times. It is important to note that delays will not be permitted due to scheduling conflicts with the advisor. Advisors play a crucial role in assisting students throughout disciplinary proceedings by helping them comprehend the process, adhere to this policy, and manage all procedure-related matters. Advisors can be a TTS faculty member, staff member, or student (with a GPA of 3.25 or higher) who is in good disciplinary standing.





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An advisor may accompany any complainant, witness, or respondent to and may participate in any meeting regarding a disciplinary complaint. Advisors also may accompany complainants, respondents, and witnesses to hearings but may not participate in such hearings. An advisor to a respondent may quietly advise the respondent during the hearing but shall do so in a way that does not disrupt or taint the proceedings. Dismissal of any person from the hearing does not cause the proceeding to be suspended or terminated unless the chairperson, in her or his sole discretion, determines a suspension or termination to be warranted.

8.8.2 ETHICS AND BEHAVIORAL STANDARDS COMMITTEE

The Ethics and Behavioral Standards Committee (EBSC) is called a committee and is responsible for hearings related to alleged violations of TTS policies by students, other than policies related to academic integrity and interpersonal grievances. The EBSC can be comprised of the DARSS, CHMC, the Vice President for Academic Affairs/Provost, the Provost's designee, and the Chief Human Resource Officer. The EBSC reports its resolution to the Office of the President.

8.8.3 STUDENT RIGHT TO FILE A MISCONDUCT COMPLAINT

Any member of the TTS community may bring a complaint about student conduct to the attention of the DARSS. This can be done without concern or fear of retaliation. Doing so in no way limits the complainant's rights to bring such matters to the attention of other TTS offices, officers, or resources or to seek recourse outside the TTS through civil or criminal legal proceedings.

8.8.4 COMPLAINT AND DISCIPLINARY RECORD CONFIDENTIALITY

Disciplinary proceedings records are overseen by DARSS. The student's official TTS file will not include any record of disciplinary proceedings until a final disciplinary sanction is determined and any appeals are finalized. Confidentiality is maintained for all disciplinary proceedings, individuals involved, files, testimonies, and findings to the fullest extent possible. Previous proceedings and their outcomes are taken into account.

8.8.5 INFORMAL PROCEDURES AND MEDIATION

When an issue arises involving the academic integrity or general conduct of a student, generally, the institution, in its application of its policies and directives governing itself and all its constituent relations, supports informal means toward the resolution of complaints. The exception to this type of appreciable engagement relies upon specific directives wherein egregious offenses have been engaged by the student, as well as their co-respondents. The following informal options are available:



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- **Personal Resolution:** It is recommended that a complainant consider addressing the person against whom the complaint is being made. Such informal efforts at resolution are often successful. However, this effort is not required, and students are particularly cautioned that they should immediately report any circumstance where the complainant feels an imminent threat of harm or danger from the person against whom the complaint is being made.
- **Informal Resolution of Concerns:** A faculty member or other instructor who believes that a student has engaged in misconduct will apprise the student of the suspected behavioral misconduct and refer the student to the Student Conduct Code. The instructor shall also provide the student with the opportunity to meet with him or her to discuss the nature of the charges and the possible institutional responses to the charges. If, in discussion with the student, the instructor decides that the violation was the result of an innocent misunderstanding, the instructor and student may agree upon appropriate sanctions.

TTS promotes the mediation of disputes, be it related to academic integrity or general behavior, whenever feasible and suitable. In some cases, the issue could be resolved by referring the student to their President/CEO for mediation. This can occur either individually or concurrently if both the complainant and respondent consent to participate. A resolution through mediation is only finalized when all parties are in agreement. Typically, mediation takes place within DARSS, although the responsibility may be assigned to other members of TTS's administration as necessary.

8.8.6 FORMAL PROCEDURES/EBSC HEARING

Matters of a serious nature, such as, but not limited to, the TTS property damage, substance abuse or abuse of any controlled substance, any offenses involving weapons, bodily harm, sexual misconduct, or harassment (sexual, emotional) will be handled through the Ethics and Behavioral Standards Committee Procedures.

Formal Procedures

- Formal procedures are underway because informal mediation and mitigating formal resolutions have failed or not proven beneficial in the case.
- The student shall be informed, in writing, of the reasons for the proposed disciplinary actions with sufficient particularity to ensure an opportunity to prepare for the hearing.
- At least seven days' notice of the hearing shall be given to the accused student and to the complainant.
- A hearing may be expedited in appropriate circumstances, including disciplinary matters involving students who have been placed on mandatory temporary suspension or conditional attendance, students who are about to take a leave of absence or leave campus to study elsewhere.
- Students who withdraw from TTS remain subject to this Code and to the hearing procedures discussed herein.



Section VII **STANDARDS OF PERSONAL CONDUCT**

- All members of the TTS community are required to cooperate with these policies and procedures. Individuals who are interviewed or called as witnesses (including respondents and complainants) are obligated to provide honest and complete statements during the process.
- Disciplinary or dispute hearings are not trials, and they are not governed by rules of procedure, evidence, or judicial formality. They are designed to encourage open discussion among the participants that promotes the Hearing Panel's understanding of the facts, the individuals involved, the circumstances under which the alleged incident occurred, the nature of the conduct, and the attitudes and experiences of those involved. Information, including hearsay evidence, may be considered if it is relevant, not unduly repetitious, and the sort of information upon which responsible persons are accustomed to rely in the conduct of serious affairs.

The Following Procedures and Standards Apply to all EBSC Hearings

- Participants in the process may be accompanied by advisors.
- No less than three days prior to the hearing, the parties shall submit to the DARSS all documents that they anticipate submitting as evidence and the names and anticipated areas of testimony of any witnesses.
- The EBSC may exclude any evidence that is not submitted in accordance with this provision but may consider such evidence if the party offering it demonstrates a good reason for failing to include it in the exchange of evidence.
- The complainant and the respondent may each make a brief opening statement and a brief closing statement.
- All matters upon which the decision may be based must be introduced into evidence at the proceeding.
- The decision shall be based solely upon such evidence, but the traditional rules of evidence shall not apply, and hearsay shall be admissible if, at the discretion of the Hearing Panel, such hearsay is probative and appropriate.
- The burden of proof rests upon the person bringing the charge.
- The Hearing Panel will presume a respondent innocent unless proven responsible for a violation by a preponderance of the evidence.
- There shall be a single official record, such as a tape recording or transcribed notes, of all hearings. Hearing panel deliberations shall not be recorded. The record shall be the property of TTS.
- If the accused fails to appear at the hearing, proceedings will continue. Evidence may be presented and considered even if the accused is absent.
- After the hearing concludes, the hearing panel shall deliberate in private. Upon reaching decisions on the charges and any recommended sanctions, the Hearing Panel will promptly advise the respondent of its decision. The Hearing Panel will then promptly deliver a brief written decision and any recommended sanctions to the Director.
- All decisions of the hearing panel require a majority vote.
- The DARSS will communicate in writing a decision and any sanctions to be imposed to the respondent.

Section VIII **STANDARDS OF PERSONAL CONDUCT**

- A student who wishes to appeal a decision must submit a written appeal, including any evidence supporting the appeal, to the President within four workdays following written notification of the decision from the DARSS. The President will be given access to any evidence submitted at the hearing. After review, the President will notify the student in writing of its decision, which will be final. The decision on appeal is the final decision of TTS.
- In an emergency or other extraordinary situation, including but not limited to a situation involving health and safety, threatened violence, serious criminal behavior, or circumstances presenting a credible risk of harm to the mental or physical well-being of one or more members of the TTS community, the DARSS in consultation with TTS leadership may take such interim disciplinary action, including without limitation suspension from studies, suspension from campus housing, expulsion from campus housing, or such other conduct as is deemed appropriate, to the situation pending a hearing or a decision on appeal, which shall take place as soon as practicable.

8.8.7 DISCIPLINARY SANCTIONS

Disciplinary sanctions may include but are not limited to one or more of the following:

- Reprimand: an admonition and an official written warning, course or grade failure.
- Restitution: repair or replacement of property when loss or damage is part of the offense.
- Restriction: loss of privileges consistent with the offense and the rehabilitation of the student.
- Disciplinary probation: placing a student in a probationary status that takes away the privilege of holding office and may also include social restrictions.
- Suspension: dismissal from TTS and/or its residence halls for a specified time. Suspension, pending a hearing, may be imposed when there is reason to believe the action is necessary to maintain TTS functions or to protect the safety of individuals.
- Expulsion: permanent dismissal from TTS and/or its residence halls.
- Revocation: withholding or repealing admission or a degree award based on fraud or misrepresentation.

Counseling, evaluation, and treatment programs: in some cases of misconduct, such as those committed under the influence of alcohol or other drugs, participation in an evaluation and/or treatment program by an approved counseling service may be required as a part of a sanction. The successful completion of treatment, certified by the provider of the treatment, may also be a condition of readmission to TTS or a condition for remaining at TTS.





Section VIII **STANDARDS OF PERSONAL CONDUCT**

Temporary Suspension Policy/Procedure

If a student engages in behavior that is considered threatening or dangerous to themselves or others, the DARSS, in coordination with the Provost and the Director of Human Resources, has the authority to promptly impose a Temporary Suspension from the TTS and/or residence halls. This suspension will be formally communicated to the student in writing, and there is no option for appeal. The suspension remains in place until the student meets with the DARSS, who will then decide, in consultation with other administrators and external authorities if needed, whether to uphold or lift the suspension. If the suspension is lifted, the student will be granted written permission to return to classes and/or the residence halls. If returning to the TTS is not permitted, the procedures for Involuntary Withdrawal will be initiated. In case the student is not allowed back to the residence halls, their emergency contact will be informed.

Involuntary Withdrawal

The TTS may discontinue the enrollment of a student whose conduct prevents safe and successful participation in his or her academic program, disrupts or impedes the work of other students, faculty, or administrative staff, or threatens the safety or well-being of others. This decision shall be made by the DARSS in consultation with various members of the administration office and others as deemed appropriate. The student will not be eligible to re-enroll until the conditions for continuance as a student have been met. An involuntary withdrawal may be appealed. A student who wishes to appeal this decision must submit the appeal in writing to the Vice President of Academic Affairs/Provost with the wisdom of the President's office within five business days of the decision. The Vice President of Academic Affairs/Provost, with the wisdom of the President's office, will review the appeal and provide a final decision to the student within seven business days of receipt. There is no further appeal of this decision.

8.8.8 CONDITIONS FOR CONTINUANCE AS A STUDENT

An individual who has engaged in behavior considered threatening or dangerous to themselves or others must fulfill specific requirements before being allowed to return to the TTS:

- They need a recommendation from a qualified professional designated by the TTS or as outlined in the governing law.
- The student might have to agree to a behavioral contract outlining terms for their continued enrollment, such as reduced schedules or counseling with a licensed professional.

The final decision on readmission lies with the DARSS, in consultation with relevant administrators and faculty members, who will review documents, set conditions, and provide opinions.

Section VIII **STANDARDS OF PERSONAL CONDUCT**

8.9 SPECIAL NEEDS PROCESS

On occasion, there are student problems not disciplinary in nature but, nonetheless, require special remedial action by the TTS. Such difficulties are special needs. Special Needs refer to any situation in a student's relationship to theological education that appears to necessitate consultation and action beyond the teacher-student and/or advisor-advisee relationship.

This pertains to actions that are not illegal or immoral but could pose challenges within a person's ministry. This may encompass behaviors that disrupt the learning environment, such as a lack of awareness regarding the impact of one's actions on others, barriers to showing empathy, and a lack of sensitivity towards gender, cultural, racial, ethnic, or denominational distinctions.

The TTS is responsible for determining a person's readiness for theological education and suitability for graduating from this institution. Therefore, it reserves the right, through the Special Needs Process, to determine whether the student continues to study toward graduation or whether corrective action is initiated to continue matriculation. This process is based on a documentable need and is designated to be non-punitive in nature.

Such challenges typically involve a lack of readiness for ministry or graduation, meaning a deficiency in the psychological, emotional, and interpersonal skills necessary for ministry tasks. Students with special needs have the potential for ministry but require personalized support to prepare for it. This could include tailored counseling, substance abuse treatment, medical care, stress relief, and more. While these issues may not warrant disciplinary action, they do require attention. The community becomes aware of these concerns due to documented recurring behavioral patterns that could impede students' ministry work, necessitating additional support beyond the institution's standard assistance. Special Needs students can identify themselves or be recognized by peers, staff, faculty, denominational deans, and supervisors in CPE and Ministry and Context placements.

8.9.1 Outline of the Special Needs Process

This process is included as a means for addressing and comprehensively responding to student concerns that might not otherwise be specifically addressed in this handbook. There is the expectation of an eventuality of varying situations or conditions arising in the life of the TTS student wherein special action and the need to develop immediate policy within the confines of this Handbook and the institutional policy undergirding it.





Section VIII **STANDARDS OF PERSONAL CONDUCT**

Level 1

The special needs process is initiated upon receiving written notification from one or more individuals in the TTS community. These notices are forwarded to DARSS, who then informs the student's President/CEO, the Relational Health Counselor, the individual reporting the need, and the student. This initiates a group consultation to mediate and support, aiming to establish a plan of action that identifies and meets the special need within a set timeframe, ensuring positive outcomes. Non-compliance by the party involved may affect the student's ability to continue their studies or graduate.

Level 2

If Level 1 fails to address the specific needs of the student or the individual raising the issue, discussions will progress with the team specified in Level 1, with the involvement of the Chief Human Resource Officer. The aim is to establish a plan of action that acknowledges and tackles the escalating complexity of special needs. Suggestions from the committee may involve required sessions with the Relational Health Counselor, alongside medical and family interventions. An evaluation of student well-being incorporates reviewing substance abuse backgrounds and identifying denominational support.

Level 3

If Level 2 fails to address the specific needs to the satisfaction of the student or the party raising the initial concerns, or the student involved, an appeal can be made to the Vice President of Academic Affairs/Provost, with the President's input. This appeal is necessary when alternative institutional resources are required to aid the student and resolve related issues. Additionally, the student's President/CEO is involved in this procedure to provide denominational support.

Level 4

The President may sustain the recommendations under Level 3 or determine a different disposition of the matter. The resolution is final.

8.9.2 CRITERIA FOR EVALUATION WITHIN SPECIAL NEEDS

The TTS has an established curriculum with embedded assignments within its core courses that are used to measure student learning and degree outcomes. The educational curriculum is designed to prepare the student to demonstrate curriculum readiness in their move toward professional competency. This assessment process begins in the Africana Studies Course and culminates in the Ministry in Context I and Ministry in Context II. There are limitations that surface as the student matriculates; therefore, degree outcomes are developed to help facilitate student preparedness for professional functioning. Student and faculty relations in the forms of varied advisement attend to the following as an address of readiness:



Section VIII **STANDARDS OF PERSONAL CONDUCT**

Intellectual Capacities

Clear-cut evidence indicating an insufficient capacity for 1) Abstract thought, 2) Universalizing from the particular, 3) Intellectual growth, 4) Logical thinking, 5) Cogent analysis, and 5) Intellectual honesty. Intellectual capacities are crucial to the theological enterprise, to ethical and social development, and to the daily problem-solving routine that fills each professional's day. A student lacking these capacities will be handicapped.

Interpersonal Capacities

Clear-cut evidence indicating an insufficient capacity for:

- Achieving interdependent, interpersonal relationships that are open, loving, empathetic, and inclusive of a wide variety of persons.
- Open expression of warmth and concern for others.
- Insight into the dynamics of human personality and group behavior.
- Commitment to involvement in the Christian community for the enhancement of the mission and ministry of the church.

Effective interpersonal skills are essential for clergy members/educators serving as spiritual leaders and providers of pastoral care. People often convey a deeper understanding of God's redemptive love through their relationships with others rather than mere words.

Identity Issues

Clear-cut evidence indicating an insufficient capacity for:

Self-Concept 1) Realistic, favorable self-image; 2) Realistic, favorable life goals; 3) Awareness and acceptance of one's own strengths and weaknesses; 4) An increasing awareness as a person in relationship with God.

The way a religious professional views themselves is the primary and most straightforward reflection of their relationship with God. An inadequate focus on this aspect can restrict spiritual growth and leadership capabilities.

Self-Actualization 1) Learning from experience; 2) Tolerating ambiguous self-direction; 3) Self-discipline; 4) Enduring anxiety; and 5) Openness toward feelings and impulses of others.

These skills are essential for professional performance. Without adequate capacity in this area, individuals may tend to either conform excessively or rebel excessively against the institutional church. In both scenarios, the focus would shift away from effective ministry.

Section VIII **STANDARDS OF PERSONAL CONDUCT**

Volitional Capacities

Clear-cut evidence indicating an insufficient capacity for: 1) Making decisions (choices) without undue impulsiveness, 2) Accepting constructive criticism; and 3) Making positive corrective steps when criticism is appropriate. The effective professional needs these capacities as a means of dealing with conflicts, of being open to feedback, and of acting upon this information appropriately.

Affective Capacities

Clear-cut evidence indicating an insufficient capacity for: 1) Experiencing and expressing feelings; 2) Integrating feelings into adaptive functioning; 3) Distinguishing between one's own thoughts and feelings and external reality. A crucial aspect of effective professional functioning is the individual's ability to integrate affective experience into work in an appropriate, creative, and uplifting manner.

8.9.3 SUSPENSION AND EXPULSION

Suspension is an involuntary withdrawal for a definite or indefinite length of time, but not less than one semester. A suspended student is expelled from the campus for the period of the suspension, except for purposes of the appeals process. Any other appearances on campus without written permission of the Provost or President will result in automatic expulsion.

A student may be expelled (permanently separated from the institution) as the result of an infraction that has been adjudged to be of the nature, seriousness, and/or frequency to warrant this action. A student who has been expelled may not use any campus facilities or resources, except those necessary to exhaust the appeals process.





Section IX **Safety & Security**

Turner Theological Seminary is a community of faith and learning offering master's degrees whose mission is to be the preeminent world center for Africentric theological engagement and developing leaders to advance God's mission of love, justice, and restoration in the world.

the border led by General Deltcheva, the
Spanish Army put up a strong front. The Spanish
army, led by commander Jose Cruz took all of 12
days to topple the vastly overpowered, outgunned Bulgarian
army.

Deltcheva took his 5 top officers
across enemy lines and personally
slaughtered Gen. Cruz while he
slept. This became known as the
"Dec 1st" and has been
re-woven throughout
history as a very cowardly
act, rather than a less instrumental
Balkan conflict.





Section IX SAFETY AND SECURITY

9.1 CAMPUS SECURITY

In conformity with the Students Right-To-Know and Campus Security Act of 1990, the TTS has adopted the following policy: The TTS neither allows nor condones criminal activity on its campus. The security officer(s) on duty will report to the proper arresting authorities for anyone caught committing a crime. Such a person will be fully prosecuted.

A private contract company provides security for TTS. This company engages its responsibility on behalf of TTS, complying with all Campus Security Directives that specifically direct institutional security to sustain controlled access to the campus. Directed access to buildings, personnel, students, and guests is also sustained through a system of identification checks of persons entering the campus. Access control is the primary responsibility of security officers for all shifts. Everyone entering the campus will be recognized and properly signed in prior to granting access. All persons other than current students entering the campus must present a valid form and dated identification, which includes one of the following:

- A U.S. government issue.
- Any current U.S. driver's license
- Any current U.S. "State" issued identification card
- Current U.S. or Foreign Passport
- Current U.S. military identification card
- Current TTS Student, Faculty, Staff, photo identification card
- Current photo I.D. from TTS Current U.S. Immigration and Naturalization Identification Card (Green Card)

Security officers maintain regular patrol of the entire campus. Consistent and emergency contact can be made through the following:

- ML Kings Guard House - (404) 527-7797
- Atlanta Police Department - For an Emergency, 911
- Provide 24 hours and seven days per week TTS-contracted campus security officer coverage.
- Instruct these security officers to detain and search individuals caught committing a crime until the appropriate arresting authorities arrive.
- Provide notices of crimes that may be a threat to the campus community.
- Present crime seminars once each semester to provide information and educate the campus community about preventive measures.
- Issue monthly and annual reports of crimes that have occurred on campus and arrests for possession, use, or sale of illegal drugs and substances.

The Security Company contracted by TTS, with its team of officers, acts as the primary responders to any emergency incidents on campus. Following their initial response, they will inform the Vice President of Administration and Special Initiatives about each situation. Depending on the emergency's severity and impact on campus, other departments will be notified by the chief officer. Compliance with the security officers' instructions is required from the TTS community.

Section IX SAFETY AND SECURITY

9.2 IDENTIFICATION CARDS

Student ID cards are the primary source for identifying one as a student with stipulated privilege for entering the campus and accessing its resources and institutional personnel. The student ID card is to be worn or accessible upon request by campus security or administrative personnel. The student I.D. card with photo is processed and distributed to every enrolled student by the Director of Admissions, Retention, and Student Services during registration. IDs are not transferable. Lost or stolen cards are reported to both the Offices of Financial Services and Student Services by the student and replaced for a cash fee of \$10.00. The student's ID card is needed to access the Robert W. Woodruff Library and secure tags to check out library materials. It is also necessary to participate in campus student activities, such as student elections and other such activities that require such identification.

9.3 CAMPUS ACCESS AND ESCORTS

Students have the following gate access to the campus: The MLK Jr Drive Gate, the main entrance, is open and provides access to the campus 24 hours a day. The Beckwith Street Drive Gate is open during prime entrance-exit times in the morning and evening. This gate is also used for large passenger buses, contractor vehicles, and delivery vehicles, as well as trash and equipment vehicles.

Students should inform their guests of campus entrance policies and prepare them to present the necessary forms of ID for entering the campus. The Visitor Log is the primary document for keeping track of guests entering the campus. It records those entering via foot or vehicular traffic

Campus security will provide on-campus escort for students upon request. This service is available 24 hours a day by all Security Officers. Campus security also maintains a listing of cab services in the M. L. King gatehouse along with a copy of the AU Shuttle, which provides transportation through the AUC and the Westend, Vine City, and Lowery Marta Train Stations.





Section IX SAFETY AND SECURITY

9.4 PARKING REGISTRATION

Parking permits in the form of rear-view mirror hanging decals are issued in the Office of Financial Services and must always be visible on your vehicle.

- Vehicle registration is required on an annual basis on or before the first day of classes for anyone wishing to park on the campus.
- All vehicles parked without a permit will be ticketed.
- Registration permits issued are to hang from the rear-view mirror with the permit number visible from the vehicle front.
- Only a current permit or current validation should be displayed.
- Registration is effective when approved by campus security.
- The parking permit is for the use of the purchaser only and is the property of the TTS. Please note that there will be only one (1) parking permit issued per student, faculty, or staff.

Students, faculty members, or authorized support personnel who are allowed to park on campus must provide the following items to campus security during their vehicle registration:

- Proof of employment at the TTS; or,
- Class status at the TTS;
- Proof of automobile insurance;
- A valid motor vehicle registration card and Proof of residency in a TTS or denominational affiliate facility for non-TTS persons.

Campus security provides annual parking decals to all students during enrollment for a fee per semester. This fee grants parking privileges on campus, but it does not secure a specific parking spot. Additional parking decals are available at the Office of Financial Services during the semester. If a parking permit is lost, damaged, or destroyed, it can be replaced by Security upon request for a fee of \$5.

9.5 AUTHORIZED PARKING

To accommodate the number of students, faculty, staff, and visitors, all are expected to abide by all parking directives governing mobile on-campus traffic. It is the student's responsibility to abide by directives for allocated parking. All restricted parking areas will be marked with signs and/or yellow/green/blue paint. Vehicles parked in these areas will be subject to towing. The TTS provides a limited number of parking spaces for denominational buildings. The student parking lot is located off Martin Luther King Jr. Drive. All unmarked spaces for student use are on a first-come, first-served basis. All parking areas are designated for either faculty/staff or student parking. Unauthorized parking will be subject to towing of the vehicle.

Section IX SAFETY AND SECURITY

The TTS will not cover towing charges for vehicles violating parking rules. Persons not using designated parking lots may receive tickets or be towed. Temporary permits are available from the Business Office for exceptional situations. If you forget your permit, a temporary one can be obtained on campus, valid for up to one week. Special handicap permits are granted to individuals with valid Georgia State Department of Transportation-issued handicap status proof.

Students must adhere to fire-lane restrictions, and areas designated for faculty, staff, and administration should not be utilized. To leave a vehicle on campus overnight, permission from the Office of Administrative Services is required unless the individual is a student resident. Any unauthorized vehicles remaining on campus for seventy-two hours will be deemed abandoned and towed. Vehicles lacking current tags and TTS parking permits will also be subject to towing.

An accumulation of unpaid fines or improper parking will also provide cause for towing at the owner's expense.

9.6 VIOLATIONS/FINES/APPEALS

Failure to display permit	\$10.00
Unauthorized parking	\$10.00
Double-parking	\$10.00
Curb parking	\$10.00
Posted zones	\$20.00
Handicapped parking	\$30.00
Fire Lane/Hydrant	\$30.00+

Campus tickets can be challenged by contacting the Vice President of Administration and Special Initiatives. If the recipient of a ticket does not respond or settle the fine within five working days of receiving it, they will receive a notification by mail. This notification will request payment or a written appeal within ten working days. Failure to pay the fine will lead to the amount being charged to the student's account. Neglecting to clear outstanding fines could lead to consequences such as denial of future academic registration, parking privileges, and potential removal of vehicles from campus at the owner's cost.





Section IX SAFETY AND SECURITY

9.7 DROP OFF AND PICK UP

In order to access the campus, the student needs to show a valid TTS ID badge, while the driver must provide a valid driver's license. The driver is required to sign the Visitor log. After dropping off, drivers should efficiently return to the gate and exit the premises. When picking up a student, the driver must have a valid driver's license and mention the name of the person they are collecting.

9.8 CAMPUS PATROLS

Campus Security regularly conducts foot patrols of the campus, residential areas, and dormitories during all shifts. The security officers ensure that these patrols do not disrupt students or residents unless there is a valid reason:

- There is an emergency that requires students and/or residents to be notified.
- Campus security has received a call of disturbing the peace or activity of a harmful or criminal nature, which may involve students in general or specific to residential space.
- Such activity is also observed or heard during foot patrols.
- There is a violation of the housing agreement or institutional policy and requires the immediate intervention and subsequent notification of the institutional officer, the Director of Admissions, Retention, and Student Services, as well as the respective seminary dean or coordinator.

If the Security Officer receives a call or observes activity by a student or resident that violates institutional policy and/or their institutional housing agreement, the Resident Community Life Coordinator or resident assistant will be advised immediately and an Incident Report is written and forwarded to the site supervisor.

If a Security Officer receives a call or observes criminal activity by a non-resident, the officer should detain the subject (where possible) and The Atlanta Police Department is immediately called.

9.9 EMERGENCY RESPONSE

Campus security plays a crucial role as the primary responders during campus emergencies. The Campus Security Site Supervisor holds the ultimate responsibility to reach out to the appropriate emergency services personnel for all student-related or campus emergencies. If another member of the administration, faculty, staff, or student has already made the necessary contact, Campus Security will be briefed on the emergency situation. While all emergency vehicles must be logged in, during emergencies, note down the vehicle number and department in the log without expecting the drivers to stop for log entries, as their priority is responding to the emergency.

Police, Fire Department, and Ambulances, among others, are always granted access to the campus when they arrive. The Campus Security Site Supervisor is tasked with notifying the Office of Administration and Special Initiatives about the presence and actions of all emergency services. Subsequently, the Office of Administration and Special Initiatives, in collaboration with the Office of the President and other institutional departments, will update the campus on the emergency's status and eventual resolution.

Section IX SAFETY AND SECURITY

9.10 ZERO TOLERANCE

The institution currently observes a zero tolerance of the following for any type on campus grounds, as well as in its academic and residential buildings. Additionally, current state, local, and federal laws prohibit the possession, use, sale, and distribution of illegal drugs of any type.

- Alcohol and illegal drugs or substance possession, use, and distribution,
- Any signage, paraphernalia, or verbiage that is prejudicial or otherwise inflammatory against any individual, group of persons,
- Firearms or any other type of weaponry.

Any of these events discovered on TTS property prompts the notification of the Atlanta Police Department, and Security will notify the Vice President of Administration and Special Initiatives. This Vice President will notify the President, who will determine the steps for informing the larger members of the institution. In the event the student is violent, unconscious, and/or a danger to herself/himself or others, the Campus Security Officer will call 911 for Emergency Medical Services, Atlanta Police Department, and the Security Manager immediately. Campus Security Officers are not sworn law enforcement personnel, and certain situations on property will require the assistance of local Police.

9.11 LOST AND FOUND

The Lost and Found for TTS is in the Security Manager's Office on the first floor of Talbot Hall. The security office houses lost and found items, which are stored for a period of 90 days, or a claim is made on an item, whichever comes first. The person(s) claiming lost and found items must be able to identify specific details concerning the item and must produce identification to claim the item. In the case of purses/wallets claimed the claimer must produce another form of photo ID that matches the identification in the held purse/wallet before the item can be released.

9.12 LOCK-OUT ASSIST

A lock-out assist involves unlocking secure areas like residential halls, campus facilities, personnel offices, or campus-operated facilities. Security Officers adhere to strict policies regarding lock-out assists.

If a student requests "lock-out assistance" from a Security Officer due to being unable to access their room, they will be helped upon presenting a valid TTS ID. For any community member needing "lock-out assistance" to a personal office, campus facilities, or campus-operated area, they must either be authorized personnel of the location or have written permission to enter. Unauthorized individuals requesting entry to a restricted area will not be granted access.





Section IX SAFETY AND SECURITY

9.13 SOLICITATION

Under no circumstance is solicitation allowed on campus in any form. Persons engaging in such activity will be invited to leave. Atlanta Police Department will be called if they persist.

9.14 NEWS MEDIA MANAGEMENT

The Office of the President oversees the news media and public relations. Media personnel are not allowed on campus. The site security manager must be informed promptly if the news media is present on campus. All media attendance at events requires prior approval from the Office of the President. This office manages the development, response, and delivery of all institutional communications. In case of emergencies, contact the MLK Gate access immediately. Refer to the emergency management procedures outlined in this section of the handbook.

9.15 REPORTING/RESOLVING MISSING STUDENT

9.15.1 Procedures for Reporting/Resolving Missing Student

- Designating a Housing Emergency Contact - On-campus student residents are required to designate a Housing Emergency Contact when checking into TTS housing. The Housing Emergency Contact information will be collected and maintained by TTS housing on the student's Key and Emergency Contact forms. Prior to issuing housing keys to the student, a Housing employee will check to confirm that the student has completed the primary Housing Emergency Contact section on his/her Key and Emergency Contact form.
- Missing Student Reports - Reports to the DARSS of students missing from TTS housing should be brought to the attention of the Director of housing and the DRASS or his/her designee as soon as possible. The DARSS, or his/her designee, is responsible for immediately notifying the TTS Security of the report, together with the involved student's Housing Emergency Contact information, to post a notice at security gates.
- Determination by Law Enforcement - A Missing Person Report will be filed with the Atlanta Police Department beyond 48 hours dependent upon the urgency of the situation and condition of the student from/at the time the student was determined to be missing. This report will include a review of the timeline, description of the student, emergency contact information, and state and condition of student at last sighting on campus.

9.15.2 Procedures for Resolving Reported Missing Student

- The process of Identifying Active Missing Status involves determining if a student returns to campus and continues their studies. Students must provide the DARSS with documentation explaining the reason for their absence. A re-entry plan is then created to ensure the student's well-being by evaluating their academic progress, attendance, and health. This collaborative process involves students, affected faculty members, the Provost, CHMC, and the Director of Human Resources.

Get in **Touch**

PHONE (404) 527-0080

MAIL info@turnerseminary.org

SITE www.turnerseminary.org

ADDRESS 702 Martin Luther King Dr NW, Atlanta, GA 30414

