



FOUNDATION
BAPTIST COLLEGE

2026-2027

Board & Faculty Handbook

Foundation Baptist College exists
to prepare future pastors for ministry
and strengthen members of local churches
for the glory of God.

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Part I — Identity and Governance

1. Mission and Institutional Identity

As a ministry of Meadowlands Baptist Church, Foundation Baptist College exists to:

1. prepare future pastors for ministry; and
2. strengthen members of local churches for the glory of God.

Our educational objectives are:

- **Reading** — Read Scripture and enduring texts with rich understanding and discerning application.
- **Growing** — Cultivate a continual pursuit of wisdom grounded in humility.
- **Thinking** — Reason through hard questions with clarity grounded in a biblical worldview.
- **Speaking** — Speak and write truth cogently, persuasively, and graciously.
- **Going** — Live out authentic Christianity with wisdom and grace in any cultural context to fulfil the Great Commission.

FBC is a confessional Christian institution. Scripture, the College's Confession of Faith, its mission, and its formally adopted position statements provide the theological framework within which Board members, administrators, and faculty serve.

2. Board Governance

2.1 Role of the Board

The Board governs through policy, strategic oversight, fiscal accountability, and presidential oversight. Its authority is oversight and accountability rather than day-to-day operations.

The Board's principal responsibilities include:

- ensuring that FBC remains faithful to its mission;
- approving the institutional budget and providing accountability for operating within it;
- maintaining appropriate financial controls;
- selecting and evaluating the President;
- providing an appropriate avenue of accountability when a faculty or institutional concern involves senior administration; and
- approving new programs, degrees, delivery sites, and other major institutional changes where required.

The Board does not ordinarily manage faculty or staff, direct routine administrative decisions, or administer academic programs. These responsibilities are delegated through the President and the College's academic structures.

2.2 Board Membership and Qualifications

Board members should meet standards of doctrine and Christian character consistent with those expected of FBC faculty. They must be able to affirm the College's doctrinal statement without reservation and must not publicly undermine the College's adopted position statements.

Board members should demonstrate consistent affiliation with a faithful local church and Christian character such that nothing observable in their conduct would rightly place them under church discipline.

As of July 2026, the Board is self-perpetuating according to the College bylaws. Members, defined as those holding shares and currently including all Board members, elect directors annually. This governance structure is under review during the 2026–2027 academic year.

2.3 Board Meetings and Policy Review

The Board meets at least annually for the AGM, normally held in July through September. The Board generally meets quarterly, though meetings may be omitted by agreement when unnecessary.

The Board operates according to simplified Robert's Rules of Order. Decisions ordinarily require a motion, a second, and a majority vote.

Board policies are maintained in this handbook and the Policy Hub and are reviewed on a five-year cycle. The current cycle anticipates comprehensive review in 2030.

3. Administration and Academic Authority

3.1 The President

The President is the College's chief executive officer and is responsible for:

- implementing Board policies;
- supervising faculty and staff;
- directing academic and administrative operations;
- recommending and administering budgets;
- carrying out the College's mission; and
- ensuring institutional compliance and effectiveness.

The Board evaluates the President. Except where specifically provided by policy, it does not directly supervise other College employees.

3.2 Academic Leadership

Faculty have primary responsibility for the academic substance of FBC's curriculum. Deans provide academic oversight and coordination. The Academic Council reviews significant curriculum decisions, and the President ensures that academic activity remains aligned with institutional mission, resources, and policy.

The Board becomes directly involved in academic matters only when they rise to the level of institutional policy, fiduciary responsibility, new programs or degrees, substantive institutional change, or presidential accountability.

See **Appendix A — S4.14 Faculty Role in Curriculum Development** for the complete policy.

Part II — Faculty Life and Responsibilities

4. Christian Character and Professional Conduct

Faculty service at FBC is both academic and Christian. Faculty are expected to model the character they seek to cultivate in students.

Conduct should conform to “true righteousness and holiness” (Eph 4:24). Faculty should therefore demonstrate truthfulness, self-control, honesty, generosity, gracious speech, forgiveness, love, patience, kindness, humility, purity, and concern for others (Eph 4:25–5:2; 1 Cor 13:4–7).

Faculty should maintain meaningful affiliation with a faithful local church and conduct themselves in a manner consistent with FBC’s doctrinal commitments and ministry mission.

Classroom interaction should be characterized by courtesy, grace, intellectual seriousness, and appropriate authority. Faculty are expected to dress in business-casual attire while teaching.

Faculty should also model integrity in punctuality, communication, grading, fulfillment of commitments, treatment of students, and relationships with colleagues.

5. Faculty Responsibilities and Advising

5.1 General Faculty Responsibilities

Faculty are responsible for the effective administration of their courses. This includes:

- meeting scheduled instructional requirements;
- beginning and ending classes on time;
- communicating course expectations clearly;
- maintaining appropriate attendance and academic records;
- evaluating student work fairly and consistently;
- providing appropriate feedback;
- communicating significant concerns about students when necessary; and
- supporting the academic and spiritual mission of the College.

Faculty should remember that teaching at FBC involves both academic instruction and personal formation. Students should experience faculty as serious teachers who are also genuinely concerned for their spiritual, academic, and ministerial growth.

5.2 Faculty Advising

Faculty advisers should meet with assigned students during advising periods.

The normal advising process is:

1. **Review the current term.** Where appropriate, briefly discuss grades, attendance, or other concerns visible in Populi.
2. **Build the next term.** Select courses in Populi while discussing whether the proposed load is realistic alongside work, family, and ministry responsibilities.
3. **Look ahead.** Consider graduation goals, course sequencing, and courses that may not be offered again soon.
4. **Confirm registration.** Register the student or remove the appropriate registration lock.
5. **Check personally and spiritually.** Ask how the student is doing, how FBC could serve the student better, and what the faculty member can pray about.

For new students, advisers should additionally:

- verify student identity using photo identification;
- answer outstanding questions about the College or program; and
- ensure the student is registered for GED 100 where required.

6. Curriculum and Academic Governance

Faculty have primary responsibility for course content, learning outcomes, pedagogy, biblical worldview integration, and the academic coherence of courses within programs.

Faculty may propose new courses, revisions, or deletions and participate in program review and assessment. Adjunct faculty have a consultative role and will be invited to provide input on changes relevant to their teaching.

The normal curriculum process is:

Faculty/Department → Dean → Academic Council → President → Board, where required

The Board ordinarily approves only new programs, degrees, delivery sites, and major institutional changes. It does not determine ordinary course content.

Curriculum decisions should be informed by student learning outcomes, course evaluations, program assessment, resource needs, and FBC's mission and doctrinal commitments.

Each academic program undergoes comprehensive review every five years.

See **Appendix A — S4.14 Faculty Role in Curriculum Development.**

7. Academic Freedom

FBC affirms academic freedom as a stewardship under the lordship of Christ. Faculty should pursue truth, ask serious questions, engage difficult issues, and teach with intellectual integrity.

Because FBC is a confessional institution, academic freedom exists within defined theological boundaries.

FBC distinguishes three broad doctrinal categories:

- **Tier 1 — Core Christian doctrines.** These include truths fundamental to historic Christian faith and FBC's confessional identity. Faculty and Board members must affirm them. Examples include *the Nicene view of the Trinity, the Deity of Christ, salvation by faith alone, the bodily resurrection, and a clear biblical view of gender identity and sexual ethics*
- **Tier 2 — Institutional commitments.** These are positions necessary to FBC's distinctive ministry and practice. Full-time faculty and staff are expected to uphold them consistently in teaching and public communication. Examples include *complementarianism (only men as pastors/elders), believer's baptism by immersion, not actively practicing the sign gifts, the historical Adam and historical fall of man bringing the curse on creation.*
- **Tier 3 — Charitable disagreements.** Faithful Christians may disagree on these questions, and faculty and students are encouraged to examine them carefully and charitably. Examples include *views on eschatology, church polity, the spectrum of covenantal to dispensational hermeneutics.*

Faculty may assign resources with which FBC disagrees. They should teach students to read critically and fairly rather than sheltering them from serious opposing arguments. Faculty should not, however, positively promote views that directly contradict FBC's Tier 1 or Tier 2 commitments.

See **Appendix E — S4.17 Academic Freedom** for definitions, examples, and procedures.

8. Faculty Evaluation and Development

FBC seeks a faculty culture in which teachers sharpen one another for the good of students, churches, and the College's mission.

Peer evaluation is intended primarily for constructive development rather than mere inspection.

Evaluation considers:

- teaching strengths;
- classroom climate and student engagement;
- content, organization, and clarity;
- delivery and presentation;
- theological and pedagogical depth; and
- one or two practical opportunities for growth.

Faculty should receive feedback with humility and professionalism. Observers should provide feedback with charity, specificity, and a genuine desire to help.

The full peer-evaluation instrument appears in **Appendix D — S4.16 Peer Evaluation of Teaching**.

Part III — Academic Standards and Student Formation

9. Academic Rigour and Workload

Undergraduate students should ordinarily expect approximately **two to three hours of reading, assignments, and study outside class for every hour of scheduled instruction**. Graduate students should expect approximately **three to four hours**.

The following benchmarks describe typical expectations for a three-credit course:

Course Level	Typical Cognitive Work	Typical Reading	Typical Major Paper	Typical Presentation
100	Identify, describe, explain, summarize	200–350 pages	3–5 pages	5–10 min
200	Apply, compare, interpret, analyse	300–500 pages	5–7 pages	8–12 min
300	Analyse, evaluate, integrate, defend	500–700 pages	7–10 pages	10–15 min
400	Synthesize, critique, defend, formulate	500–700 pages	10–15 pages	15–25 min
Graduate	Evaluate, synthesize, design, produce original research	700–1,500 pages	10–20 pages	20–40 min

These are benchmarks rather than mechanical requirements. Faculty may distribute workload differently according to the nature of a course. Expectations should be adjusted proportionally for courses carrying fewer or more than three credits.

See **Guidelines on Academic Rigour by Course Level (S7.1)** on the Policy Hub.

10. Class Formats and Instructional Time

FBC normally provides at least **14 fifty-minute instructional periods per credit hour**.

Approved formats include:

- **Weekday Evening:** fourteen weekly meetings, normally 6:30–9:15 p.m.

- **Weekend Intensive:** Friday afternoon/evening and Saturday, supplemented by required instructional sessions; normally equivalent to 1.5 credits and often paired with a second intensive.
- **Saturday Option A:** five Saturday mornings plus one weekend intensive.
- **Saturday Option B:** eight Saturday mornings plus an additional instructional session.

Faculty should follow the approved schedule, begin and end on time, and provide the designated breaks.

All courses must also provide at least **two live interactions between faculty and students**, including synchronous video interaction where appropriate. These interactions support meaningful faculty-student engagement and student identity verification.

Detailed calculations appear in **Appendix F — S7.8 Class Formats and Instructional-Time Calculations**.

11. Course Administration and Assessment

11.1 Assignments

Faculty may adjust assignments or due dates when necessary, provided students receive adequate notice.

Students must satisfactorily complete all required assignments, including required participation assignments, to pass a course.

11.2 Grading

FBC uses the following institutional grading scale:

Percentage	Letter	Grade Points
90–100	A / A–	4.0
80–89	B+ / B / B–	3.7 / 3.3 / 3.0
70–79	C+ / C / C–	2.7 / 2.3 / 2.0
60–69	D+ / D / D–	1.7 / 1.3 / 1.0
Below 60	F	0.0

Faculty may develop their own grading methods provided they are equitable, consistent, and clearly communicated.

A defined rubric should be provided for every major assignment and, ideally, for all assignments other than objective quizzes and tests. Rubrics should be provided through Populi.

11.3 Late Work

Faculty may grant reasonable extensions when students request them in advance. Faculty have discretion to impose appropriate grade deductions for late work.

11.4 Attendance and Participation

Attendance and active participation are expected. The best way to track these is on Populi. Students should complete assigned preparation before class and notify the professor in advance when they must be absent.

Three tardies of more than five minutes count as one absence. Arrival more than twenty minutes late may be counted as an absence.

A student who misses more than 25% of the scheduled instructional time normally fails the course. In exceptional circumstances, the Academic Dean may approve an exception where the student can satisfactorily make up the missed instructional requirements.

11.5 Academic Probation

A student whose cumulative GPA falls below 2.0 may be placed on academic probation.

Students on probation:

- may take no more than 10 credits per semester, including block courses;
- must meet with their adviser during Mid-Semester Break; and
- may not preregister for the following semester until grades have been reviewed.

Continuation normally requires a semester average of at least 70% with no course grade below C-. Otherwise, the student may be dropped for poor scholarship at the discretion of the faculty.

12. Academic Integrity and Student Identity

12.1 Academic Integrity

Academic integrity is the application of Christian truthfulness and righteousness to scholarly work. Students are expected to pursue academic work openly, honestly, and responsibly.

Academic dishonesty includes, but is not limited to:

- cheating;
- plagiarism;
- fabrication of information or citations;
- unauthorized collaboration;
- facilitating dishonesty by another student;
- unauthorized possession of examinations;
- submitting another person's work;
- reusing previous work without informing the instructor; and
- tampering with another student's academic work.

Academic dishonesty results in appropriate academic sanctions and may be referred to the Dean or Students for further disciplinary action.

12.2 Student Identity Verification

FBC takes reasonable measures to ensure that the student who registers for a course is the student who participates, completes the academic work, and receives credit.

Identity may be verified through:

- government-issued photo identification;
- secure individual login credentials;
- direct faculty interaction;
- synchronous video participation;
- oral assessment;
- supervised examination;
- comparison of student work; or
- other reasonable methods.

All courses require at least two live interactions so faculty have meaningful direct contact with students.

Students must keep login credentials confidential. Impersonation, credential sharing, or permitting another person to complete academic work is a serious violation of academic integrity.

Identity information is handled according to College privacy practices. Any additional identity-verification fee will be disclosed in writing at registration; where none exists, registration materials will state that no additional fee is charged.

13. Student Care, Conduct, and Discipline

FBC understands enrolment as more than a commercial transaction. The College enters a training relationship with students in fulfilment of its mission to prepare pastors and strengthen local churches.

Faculty should therefore take appropriate interest in students' academic, spiritual, personal, and ministerial development.

Ministerial students are held to character expectations informed by the biblical qualifications for church leadership (1 Tim 3:1–13; Titus 1:5–9). All students are expected to maintain meaningful involvement and good standing in a faithful local church.

When significant conduct concerns arise, FBC considers:

1. whether the student is repentant and teachable;
2. whether the student's conduct harms other students or the College community; and
3. whether the student's continuing identification with FBC undermines the College's mission or Christian testimony.

Two principal disciplinary statuses are available:

- **Disciplinary probation** is used when FBC needs to evaluate more carefully whether the training relationship remains appropriate. It normally includes pastoral notification, regular faculty accountability, and subsequent review.
- **Expulsion** is reserved for sufficiently serious cases, particularly those raising credible concerns comparable to matters requiring church discipline. Expulsion normally lasts one year, and re-enrolment is not guaranteed.

Where appropriate, FBC's involvement remains secondary to the discipline and pastoral responsibility of a faithful local church.

Part IV – Institutional Care and Resources

14. Institutional Relationships and Concerns

Relationships among students, faculty, staff, administration, and the Board should reflect biblical principles of justice, impartiality, order, love, stewardship, and accountability.

Faculty should exercise authority toward students with integrity, patience, kindness, and appropriate care. Relationships with colleagues, administrators, and Board members should demonstrate humility, honesty, brotherly affection, and respect for legitimate institutional roles.

When concerns arise, informal and direct resolution should be pursued where appropriate. FBC also maintains a formal written concern process available to students, faculty, staff, and Board members.

Formal concerns are submitted using the **Concern Form (S1.3a)**. The process provides for acknowledgement, review, a written decision, and appeal.

Faculty, staff, and Board members must also disclose actual or potential conflicts of interest. Where a conflict exists or could reasonably be perceived, the College may require recusal, reassignment, or another appropriate mitigation measure.

See **Appendix B – S1.3 Institutional Relationships, Concerns, and Conflicts of Interest**.

15. Privacy, Harassment, and Safety

The foundation of all personal dealings at FBC is our conviction is that every person is made in the image of God and should be treated with dignity, holiness, respect, and love.

15.1 Privacy

Faculty must protect personal information according to Alberta's applicable privacy requirements and College policy.

The guiding principle is **minimum access**: faculty should access, use, or disclose personal information only when they have a legitimate institutional reason to do so.

Student grades, enrolment information, financial information, employee records, donor records, and sensitive pastoral or counselling information must be treated as confidential.

15.2 Harassment

FBC does not tolerate harassment, abuse, violence, intimidation, bullying, sexual harassment, or serious violations of personal privacy.

Faculty are required to report harassment or significant safety concerns that come to their attention through the appropriate College process.

Reports should be treated seriously, confidentially, promptly, and impartially. Appropriate responses may include investigation, protective measures, pastoral care, warnings, probation, suspension, expulsion, termination, or removal from service.

Faculty and staff participate annually in appropriate training concerning privacy, harassment prevention, and emergency preparedness.

See **Appendix C – S1.4 Privacy, Safety, and Harassment**.

16. Emergency Procedures

16. Emergency Procedures

Faculty are responsible for leading students during emergencies. Remain calm, give clear instructions, and cooperate with emergency personnel.

16.1 Fire Evacuation

When the fire alarm sounds or evacuation is ordered:

1. Direct students to leave immediately.
2. Use the nearest safe exit.
3. Proceed to the designated assembly area in the **northwest parking lot**.
4. Close the classroom door if this can be done safely.
5. Account for students who were present and report missing persons to emergency responders.
6. Do not permit re-entry until authorized.

16.2 Lockdown

If a lockdown is announced or an immediate threat is observed:

1. Move students into the nearest lockable room.
2. Lock the door.
3. Turn off lights where practical.
4. Move students away from doors and windows.
5. Keep the room quiet.
6. Do not open the door until an official all-clear or direction from emergency responders.

16.3 Medical Emergency

For a serious medical emergency:

1. Call **911** immediately.
2. Notify appropriate church or College personnel as soon as practical.
3. Remain with the injured or ill person until emergency responders arrive unless doing so would endanger others.

At the beginning of every semester or block course, instructors should briefly identify the nearest emergency exit and the assembly location for students.

17. Library and Research Resources

17.1 FBC Library

The FBC Library is located in Room 204 of Meadowlands Baptist Church and contains approximately 5,000 volumes, with particular strengths in theology, biblical studies, historical theology, practical ministry, and Christian living.

Access is restricted to FBC students and faculty. During weekday business hours, students should check in at the front desk. The library is also available during evening classes.

Books may be borrowed with permission from faculty, the Assistant Librarian, or the Library Director and should normally be returned within four weeks.

Until the Populi cataloguing and checkout system is complete, faculty permitting a student to borrow a book should notify the Library Director and Assistant Librarian, identifying the student and borrowed books.

17.2 Perlego

Students enrolled in general education courses or registered for more than six credit hours are normally required to pay the semester Perlego access fee.

Perlego provides digital access to a large multidisciplinary academic collection, including substantial holdings in theology, history, philosophy, literature, science, mathematics, politics, sociology, finance, languages, and the arts.

17.3 Edmonton Public Library

Through FBC's relationship with the Edmonton Public Library, students have access to EPL librarians and extensive physical and digital resources.

Faculty should encourage students to make appropriate use of EPL databases, collections, and interlibrary loan services, particularly when FBC's own holdings are insufficient for advanced research.

Appendix A — S4.14 Faculty Role in Curriculum Development

1. Purpose

This policy defines the respective roles of faculty, deans, the President, and the Board in the development, review, and approval of academic curriculum at Foundation Baptist College.

It ensures that curriculum is developed in a manner faithful to Scripture and the College's Confession of Faith, aligned with FBC's mission and institutional learning outcomes, and consistent with recognized standards for higher education and accreditation.

2. Guiding Principles

1. **Confessional Fidelity** — All curriculum must be consistent with FBC's doctrinal statement and theological commitments.
2. **Mission Alignment** — Courses and programs shall serve the College's mission to prepare future pastors and strengthen members of local churches.
3. **Collaborative Unity** — Faculty and administrators shall maintain collegial and charitable engagement.
4. **Integration and Coherence** — Curriculum shall form an integrated whole, progressing appropriately in academic level and theological depth.
5. **Accountability and Transparency** — Curriculum decisions shall be documented and reviewable through established governance channels.

3. Scope

This policy applies to all credit-bearing programs, courses, delivery methods, and academic policies appearing in the official Academic Catalog or affecting degree-completion requirements.

4. Definitions

Curriculum — The planned and approved sequence of courses, learning outcomes, and educational experiences leading to a credential or degree.

Substantive Change — An alteration in program purpose, learning outcomes, credit hours, delivery method, or location that may require institutional or accreditor review.

Catalog Authority — Delegated responsibility for authorizing academic content published in the official Academic Catalog.

Faculty — Full-time teaching personnel appointed by the College to teach or develop courses. For this policy, full-time teaching personnel are those teaching at least three courses during one academic year. Adjunct faculty have a consultative role: relevant changes will be communicated to them, their input requested, and that input considered by the Academic Council.

5. Roles and Responsibilities

5.1 Faculty

Faculty:

- hold primary responsibility for course and program content, learning outcomes, and pedagogy;
- initiate proposals for new courses, revisions, or deletions;
- participate in program-level curriculum review and assessment;
- ensure integration of biblical worldview and FBC's doctrinal commitments; and
- work collaboratively with the Dean and other faculty to ensure coherence and avoid unnecessary duplication.

5.2 Deans

Deans:

- provide academic oversight and integrative coordination;
- ensure alignment with institutional learning outcomes, academic-level expectations, and accreditation standards;
- review curriculum proposals for consistency, rigour, feasibility, and resource implications;
- exercise catalog authority for approved courses and programs within their divisions; and
- ensure appropriate documentation of curriculum changes.

5.3 President

The President:

- ensures academic programs align with mission, resources, and strategic priorities;
- resolves disputes that cannot be settled at the Dean or faculty level; and
- presents new degree programs and major institutional changes to the Board where required.

5.4 Board of Directors

The Board:

- holds final authority for new degree programs, delivery sites, and major institutional changes;
- reviews policy for theological, strategic, and fiduciary integrity; and
- does not ordinarily participate in internal academic-content decisions.

6. Curriculum Development and Revision

6.1 Proposal Initiation

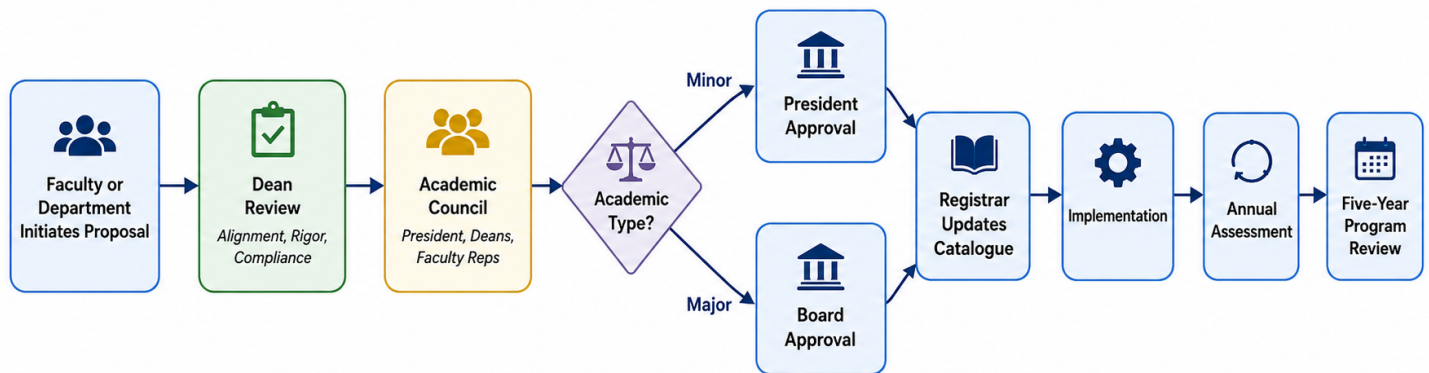
Proposals may originate with faculty, departmental groups, the Dean, or the President.

Proposals should normally identify:

- the rationale for the change;
- connections to program and institutional learning outcomes;
- revised descriptions or credit hours;
- assessment implications;
- library and resource implications; and
- the proposed implementation timeline.

6.2 Review Sequence

1. **Departmental Discussion** — Relevant faculty review and refine the proposal, seeking consensus where possible.
2. **Dean Review** — The Dean evaluates coherence, rigour, accreditation implications, resources, and feasibility.
3. **Academic Council Review** — The Academic Council consists of the President, Deans, and two elected representatives of the full-time faculty when available. It acts by simple majority, with the President deciding a tie.
4. **President's Authorization** — The President authorizes approved curriculum for publication and implementation.
5. **Board Review** — Required for new programs, degrees, delivery sites, or substantive institutional changes falling within Board authority.



Faculty representatives are elected by majority vote of faculty and Deans at the beginning of each academic year and serve one-year terms. Where two elected representatives are unavailable, the President and Deans comprise the Academic Council.

6.3 Catalog Publication

The Dean exercises catalog authority and ensures approved changes are transmitted to the Registrar. No course or program may appear in the Academic Catalog without appropriate academic approval.

6.4 Documentation

The Registrar maintains the official **Curriculum Change Log**, including dates, proposal titles, originators, approvals, and effective terms.

Academic Council minutes constitute the official approval record.

7. Conflict Resolution

Curriculum disagreements should be handled in Christian unity.

If consensus cannot be reached:

1. the Dean mediates the disagreement; and
2. if it remains unresolved, the President makes the final determination.

The Board becomes involved only when a matter rises to the level of policy, fiduciary responsibility, or institutional scope rather than ordinary academic content.

8. Review and Assessment

Curriculum decisions should draw upon assessment evidence, including student learning outcomes, course evaluations, and program reviews.

Each program undergoes comprehensive review every five years.

This policy is reviewed every five years or sooner when accreditation or institutional circumstances require.

9. Authority Flow

Level	Primary Role	Type of Authority
Faculty	Propose and shape academic content	Content Authority
Dean	Integrate, review, and authorize catalog content	Catalog Authority
President	Align curriculum with mission and resources	Executive Authority
Board	Approve new programs and major changes	Governance/Fiduciary Authority

Appendix B — S1.3 Institutional Relationships, Concerns, and Conflicts of Interest

1. Policy Statement

FBC expects institutional relationships to be governed by biblical principles of justice, order, impartiality, love, stewardship, and accountability.

Although the College is not a church, biblical principles governing Christian relationships provide wisdom for institutional life.

Institutional consistency and equity are necessary for FBC's mission to prepare future pastors and strengthen members of local churches.

2. Biblical and Theological Rationale

FBC particularly recognizes the following principles:

- **Impartiality and Justice** — Deut 10:17; Acts 10:34; James 2:1–9.
- **Order and Peace** — 1 Cor 14:40.
- **Love** — Rom 13:10; John 13:34–35.
- **Stewardship and Accountability** — 1 Cor 4:1–2; Heb 13:17.

Faculty should relate to students with integrity, patience, kindness, and appropriate authority. Faculty must avoid favouritism, misuse of authority, careless speech, and unnecessary discouragement.

Faculty, staff, administration, and Board members should model humility, brotherly affection, honesty, and respect for legitimate institutional roles.

3. Formal Concern Procedure

Step 1 — Submission

A student, faculty member, staff member, or Board member may submit a written concern using **Concern Form S1.3a**.

The concern should include:

- a clear description;
- relevant dates and individuals;
- supporting documentation; and
- the resolution sought.

Step 2 — Acknowledgement and Initial Review

Receipt will normally be acknowledged within **five business days**.

The President and Board Chair review the concern to determine whether it falls under this policy and whether informal resolution is appropriate.

If either is directly involved, responsibility is transferred to an appropriate uninvolved authority.

Step 3 — Formal Review

If the matter is not resolved informally, formal review normally begins within **ten business days**.

A review panel of at least two appropriate faculty or administrative representatives may:

- interview involved parties;
- review documentation; and
- request written statements.

Step 4 — Decision

A written decision will normally be issued within **fifteen business days of the hearing** and will identify findings, remedial actions where appropriate, and the avenue of appeal.

4. Appeals

An appeal must be submitted in writing within **five business days**.

The next higher level of authority, normally a Board committee consisting of at least two members, reviews the appeal.

A final decision will normally be issued within **ten business days** and is not subject to further internal appeal.

5. Records

Concern records are retained for at least **seven years**.

Records are stored securely, with access restricted to the President, Board Chair, and individuals specifically authorized to have access.

6. Conflict of Interest

A conflict of interest exists when a person in institutional authority may personally benefit from a decision or when an impartial observer aware of the facts could reasonably perceive that person's judgment to be compromised.

Conflicts may include:

- **financial conflicts** involving direct or indirect monetary benefit;
- **relational conflicts** involving family members, close friendships, or relationships capable of compromising impartiality; and
- other institutional conflicts capable of impairing objective judgment.

6.1 Disclosure

Board members, faculty, staff, and other persons designated by the College must disclose actual or potential conflicts:

- upon appointment or employment;
- when a new conflict arises; and
- for Board members, at the AGM.

Faculty and staff submit disclosures to the President. Board members and the President submit disclosures to the Board Chair.

6.2 Mitigation and Recusal

Where a conflict exists, the College may require:

- exclusion from related decisions;
- recusal from voting or deliberation;
- reassignment of supervisory or evaluative responsibility;
- divestment of a financial interest; or
- another written mitigation arrangement.

The College retains appropriate documentation of the disclosure and response.

Appendix C – S1.4 Privacy, Safety, and Harassment

1. Theological Foundation

FBC affirms that every person bears the image of God and must therefore be treated with dignity, respect, holiness, justice, and love (Gen 1:26–27; Matt 7:12; 22:39).

FBC seeks to maintain an environment in which learning and Christian formation can occur without harassment, abuse, violence, intimidation, or unnecessary invasion of privacy.

When wrongdoing occurs, the College seeks to:

- respond promptly and impartially;
- protect persons from retaliation or further harm;
- pursue truth and justice;
- encourage repentance, forgiveness, and restoration where appropriate; and
- act with both integrity and pastoral wisdom.

2. Privacy

2.1 Legal Framework

FBC protects personal information according to Alberta's applicable privacy legislation and other applicable Canadian privacy requirements.

The College follows the **minimum-access principle**: personal information should be accessible only to individuals who have a legitimate institutional reason to know it.

2.2 Scope

Protected information includes:

- student records, grades, enrolment information, tuition and financial information;
- employee records;
- donor records; and
- sensitive counselling or pastoral-care information maintained by the College.

2.3 Access and Consent

Personal information should not be shared outside the College, or internally beyond persons with a legitimate reason to know, without appropriate authorization or consent except where disclosure is permitted or required by law. Students may request access to their records and correction of inaccurate information according to College procedures and applicable law.

2.4 Security

The College uses appropriate physical and digital safeguards for personal information.

Faculty and staff are responsible for:

- securing physical records;
- using approved institutional systems;
- protecting passwords and credentials;
- avoiding unnecessary copying or disclosure of personal information; and
- promptly reporting suspected privacy breaches.

3. Campus Safety

FBC maintains procedures for fire, lockdown, medical emergencies, evacuation, and other significant incidents.

Emergency procedures are communicated to faculty and students. Faculty should know the nearest exits, assembly locations, and relevant emergency procedures.

Building access, visitors, keys, and after-hours use are also subject to the facility policies of Meadowlands Baptist Church and Meadows Christian Academy.

4. Harassment

Harassment is unwelcome verbal, physical, written, or digital conduct that demeans, threatens, intimidates, or creates a hostile or unsafe environment.

It may include:

- sexual harassment;
- unwelcome sexual advances or comments;
- bullying;
- threats;
- coercion;
- humiliation;
- serious or persistent exclusion;
- abuse of authority; or
- digital misconduct.

This policy applies to students, faculty, staff, administration, and Board members.

5. Reporting

Community members may report harassment or significant safety concerns using the **Concern Form (S1.3a)**. Anonymous reports may be submitted, although anonymity may limit the College's ability to investigate.

Faculty and staff who become aware of significant harassment or safety concerns are required to report them through the appropriate institutional process.

Reports should be handled confidentially to the extent reasonably possible.

6. Investigation

Unless circumstances require a different response:

- receipt is acknowledged within five business days;
- formal review begins within ten business days where needed; and

- a written response is normally issued within fifteen business days of the hearing.

Investigations should be impartial and should consider the safety, dignity, and legitimate rights of all involved parties.

7. Discipline and Support

Where misconduct is substantiated, possible responses include:

- verbal or written warning;
 - probation;
 - suspension;
 - expulsion;
-
- termination; or
 - removal from institutional service.

Protective and supportive measures may include:

- pastoral care;
- counselling referrals;
- course adjustments;
- modified duties; or
- no-contact directives.

8. Training and Review

Faculty and staff receive annual training appropriate to their responsibilities in:

- privacy and data handling;
- harassment prevention; and
- emergency preparedness.

This policy is reviewed at least every five years and may be reviewed earlier following a significant incident, regulatory change, or institutional concern.

Administration reports significant safety and policy matters to the Board as appropriate.

Appendix D – S4.16 Peer Evaluation of Teaching

Lecture being observed: _____

Observer: _____

Course: _____

Date: _____

1. Strengths in Teaching

Identify and affirm areas where the instructor demonstrated particular effectiveness, such as clarity, energy, organization, student engagement, theological depth, or effective illustrations.

2. Classroom Climate and Student Engagement

Consider:

- rapport with students;
- student attentiveness; and
- student participation.

Evaluation: ☐ Excellent ☐ Good ☐ Needs Improvement

Comments:

3. Content and Clarity

Consider:

- clarity of main ideas;
- organization;
- accuracy; and
- appropriateness for the course level.

Evaluation: ☐ Excellent ☐ Good ☐ Needs Improvement

Comments:

4. Delivery and Presentation

Consider:

- voice and pacing;

- visual aids or board work;
- transitions; and

- illustrations.

Evaluation: ☐ Excellent ☐ Good ☐ Needs Improvement

Comments:

5. Theological and Pedagogical Depth

Consider:

- biblical fidelity;
- integration of Scripture;
- depth of analysis or interpretation; and
- connection to Christian life or ministry.

Evaluation: ☐ Excellent ☐ Good ☐ Needs Improvement

Comments:

6. Suggestions for Growth

Identify one or two practical steps that could strengthen teaching effectiveness.

7. Summary

Overall teaching effectiveness:

☐ Outstanding ☐ Strong ☐ Developing

Additional Comments:

Appendix E — S4.17 Academic Freedom

1. Policy Statement

Foundation Baptist College affirms that the pursuit of truth, particularly in theological education, is both a biblical responsibility and an essential part of preparing mature Christian leaders.

Academic freedom at FBC is a stewardship. The College encourages serious questions, rigorous engagement with Scripture, intellectual integrity, and careful examination of competing ideas. The Berean spirit of examining claims in light of Scripture (Acts 17:11) should be encouraged rather than feared.

At the same time, FBC is a confessional Christian institution. Academic freedom therefore operates under the authority of Scripture and within the College's formally adopted doctrinal commitments.

2. Institutional Commitments

Academic freedom at FBC is governed by:

- the sufficiency and authority of Scripture;
- the College's Confession of Faith;
- the mission of FBC;
- appropriate respect for local churches and spiritual authority;
- intellectual honesty;
- Christian humility and love; and
- the responsibility of faculty to teach consistently with the commitments under which they were appointed.

3. Faculty Freedom and Responsibility

Faculty may explore difficult questions, present competing interpretations, engage opposing scholarship, and encourage students to think carefully.

Faculty must nevertheless represent FBC's doctrinal commitments accurately and may not use academic freedom as a basis for undermining the confessional commitments of the institution.

4. Student Freedom and Formation

Students may ask questions, test arguments, and wrestle with theological conclusions.

FBC seeks to cultivate students who move toward thoughtful, biblically grounded conviction rather than mere inherited assumption, while maintaining humility toward parents, pastors, churches, and fellow believers.

5. Doctrinal Tiers

5.1 Tier 1 — Core Doctrines

Tier 1 comprises doctrines fundamental to historic Christian faith and FBC's confessional identity.

Examples include:

- the Trinity;
- the full deity and humanity of Christ;
- the atonement;
- bodily resurrection;
- justification by faith;
- the authority of Scripture; and

- biblical teaching concerning sexual ethics.

Faculty and Board members must affirm Tier 1 doctrines.

Students ordinarily affirm these doctrines as part of FBC's Christian identity. A student who is still exploring foundational Christian truth may, at the College's discretion, study on probationary status for up to one year. A credible Christian testimony and adherence to the College's doctrinal requirements are conditions of graduation.

5.2 Tier 2 — Institutional Commitments

Tier 2 doctrines are positions necessary to FBC's distinctive institutional practice.

Examples include:

- complementarianism, including male pastoral/elder leadership;
- believer's baptism by immersion;
- not actively practising the sign gifts; and
- the historical Adam and historical Fall, bringing the curse upon creation.

Full-time faculty and staff must uphold these positions consistently in teaching and public communication.

Adjunct faculty must uphold them within the content they teach for FBC, recognizing that adjuncts may serve in broader ecclesiastical settings.

Students are not required to agree with every Tier 2 position for enrolment or graduation but are expected to remain teachable and not actively or disruptively promote contrary positions within the College community.

Assigned resources need not agree with FBC on every Tier 1 or Tier 2 issue. Faculty should use such resources discerningly and should not positively promote positions that directly contradict FBC's commitments.

5.3 Tier 3 — Charitable Disagreements

Tier 3 matters are significant theological questions on which faithful Christians may disagree without compromising FBC's confessional identity.

Examples include:

- eschatological systems;
- differences in church polity; and
- positions along the covenantal-to-dispensational spectrum.

Faculty and students may advocate strong positions on these matters while maintaining Christian charity, intellectual rigour, and confidence in Scripture.

6. Concerns Regarding Academic Freedom

Concerns may arise from:

- classroom teaching;
- assignments;

- public comments;
- publications; or
- other conduct materially connected to a faculty member's institutional role.

Concerns should identify specific evidence rather than relying on vague allegations.

7. Informal Review

The Academic Dean or designate ordinarily begins with respectful conversation intended to clarify the content, intent, and doctrinal significance of the concern.

Many matters should be resolved at this level.

8. Formal Review

Formal review may occur where:

- Tier 1 doctrine is materially implicated;
- Tier 2 commitments are implicated in faculty teaching or conduct;
- informal review does not resolve the concern; or
- the matter appears sufficiently serious to require formal action.

The review body ordinarily includes the Academic Dean, two faculty members, and one administrator.

The review may include:

- examination of relevant materials;
- interviews;
- assessment according to the doctrinal tiers; and
- appropriate consultation with a student's church where student concerns are involved.

Possible outcomes include:

- no violation;
- clarification;
- instructional correction;
- retraction;
- mentoring or theological coaching; or
- formal discipline in serious cases.

9. Appeals

Appeals must be submitted within thirty days.

The President and Board consider the appeal and normally provide a final decision within thirty days.

10. Pastoral Follow-Up

10. Pastoral Follow-Up

The aim of correction is not merely institutional protection but, where possible, restoration, growth, theological clarity, and Christian unity.

Appropriate follow-up may include mentoring, peer dialogue, theological coaching, or consultation with pastors.

11. Documentation and Confidentiality

Formal actions are documented securely. Information is disclosed only as necessary for legitimate institutional resolution and accountability.

Appendix F — S7.8 Class Formats and Instructional-Time Calculations

FBC uses **14 fifty-minute instructional periods per credit hour** as its normal instructional-time benchmark.

A three-credit course therefore ordinarily provides approximately **2,100 instructional minutes**.

1. Weekday Evening Format — 3 Credits

Weekday evening courses meet once weekly from **6:30–9:15 p.m.** for fourteen weeks.

Each meeting includes one fifteen-minute break.

Activity	Calculation	Instructional Minutes
Weekly class	150 min × 14	2,100
Total		2,100
Equivalent		42 × 50-minute periods

2. Weekend Intensive — 1.5 Credit Equivalent

A weekend intensive is ordinarily equivalent to 1.5 credits and is often paired with a second intensive to form a three-credit course.

Friday meets from **1:00–9:15 p.m.** and includes four ten-minute breaks and a forty-five-minute supper break.

Saturday meets from **8:00 a.m.–5:00 p.m.** and includes four ten-minute breaks and a forty-five-minute lunch break.

Students also complete a ninety-five-minute instructional session before and after the intensive.

Activity	Instructional Minutes
Friday	410
Saturday	455
Pre-intensive session	95
Post-intensive session	95
Total	1,055
Equivalent	21 × 50-minute periods

3. Saturday Morning Format — Option A

This three-credit format combines five Saturday mornings with one standard weekend intensive.

Saturday classes meet from **8:00 a.m.–12:45 p.m.** with three ten-minute breaks.

Activity	Instructional Minutes
Five Saturday mornings	1,275
Weekend intensive, Friday and Saturday	865
Total	2,140

This exceeds the 2,100-minute benchmark for a three-credit course.

4. Saturday Morning Format — Option B

This format meets for eight Saturday mornings from **8:00 a.m.–12:45 p.m.**, with three ten-minute breaks at each meeting.

An additional sixty-minute instructor-led or pre-recorded instructional session is required.

Activity	Instructional Minutes
Eight Saturday mornings	2,040
Additional instructional session	60
Total	2,100
Equivalent	42 × 50-minute periods

Appendix G — Forms and Quick-Reference Materials

G.1 Concern Form — S1.3a

Date Submitted: _____

Complainant Information

Full Name: _____

Role: _____

Phone: _____

Email: _____

Nature of Concern

Describe the issue, including relevant dates, individuals, and circumstances.

Resolution Sought

What outcome or resolution are you requesting?

Supporting Documentation

☐ Yes, documentation is attached.

☐ No documentation is attached.

If applicable, describe attached materials:

Affirmation

I affirm that the information provided is accurate and complete to the best of my knowledge.

Signature: _____

Date: _____

Submit the completed form to the President or Chair of the Board of Directors.

G.2 Conflict of Interest Disclosure — S1.3b

Academic Year: 2026–2027

Statement of Understanding

By signing below, I affirm that:

- I have received and read the FBC Conflict of Interest Policy;
- I understand my responsibility to avoid and disclose actual or potential conflicts;
- I will act in the best interests of the College when exercising institutional authority; and
- I will recuse myself or follow an approved mitigation plan where a conflict could impair my objectivity.

Disclosure

Check one:

- ☐ I am not aware of any actual or potential conflict of interest requiring disclosure.
- ☐ I disclose the following actual or potential conflict(s):

I affirm that this disclosure is true and complete to the best of my knowledge.

Name: _____

Signature: _____

Date: _____

Submit the completed form to the President or Board Chair, as applicable.

G.3 Emergency Procedures — Quick Reference

Fire

Evacuate → use the nearest safe exit → proceed to the northwest parking lot → account for students → wait for the all-clear

Lockdown

Lock the door → turn off the lights → move away from doors and windows → remain quiet → wait for the official all-clear

Serious Medical Emergency

Call 911 → notify College or church personnel → remain with the person until help arrives

G.4 Faculty Advising Quick Reference

1. Open Degree Audit.
2. Review current term.
3. Build next term in Populi.
4. Check graduation plans and course sequencing.
5. Confirm registration/remove lock.
6. Ask how the student is doing personally and spiritually.

7. Pray with the student where appropriate.

New students: Verify photo ID, answer outstanding questions, and confirm GED 100 registration.