

# Faculty

# Handbook

*2023-2024*

For Full-Time, Part-Time, and Adjunct Faculty Members

The entire handbook applies to full-time faculty. The following symbol indicates sections relevant to adjunct faculty as well:



Great Lakes  
Christian College

Intellectual, Spiritual & Personal Growth

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# Policies, Guidelines, and Procedures

2023 - 2024

# Academic Freedom, Statement of

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Believing that Jesus Christ is “the way, the truth and the life” (John 14:6), Great Lakes Christian College is dedicated to discovering and applying truth in every area of life. Functioning within the Doctrinal and Mission Statements of Great Lakes Christian College, teachers may pursue and teach truth as it applies to their respective field(s) of learning. Classroom presentation may follow any pattern that adheres to Christian principles, effectively creates a learning environment, and contributes to academic excellence.

# Academic Integrity Policy

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GLCC places a high value on honesty, integrity, and truthfulness. All instances of academic dishonesty result in prompt disciplinary action by the college. Academic dishonesty includes, but is not limited to, the following practices:

- Plagiarizing: failing to document quoted or paraphrased material, presenting the ideas of others as if they were your own, or submitting someone else’s work as your own
- Lying about your work
- Sharing assignment, quiz, or exam information with another student unless working together is part of the assignment instructions
- Cheating on exams with any form of cheat sheet, or technology, or by looking at another student’s answers
- Using another student’s work to complete your own assignment or having another person or program (AI) complete your work for you unless doing so is part of the assignment instructions
- Submitting the same assignment for different classes without written permission from both professors
- Making any other attempt to deceptively receive an unearned grade

Students involved in any such actions will automatically fail the assignment in question and will be referred in writing to the Academic Dean for further disciplinary action and may receive a grade of 0.0 for the course.

*The text above should be included in the Student Handbook and all class syllabi.*

# Academic Progress Policy

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In order to remain in good standing, students must be making academic progress in their studies. Academic progress means that a student maintains both an average of 2.0 for each semester and an overall GPA of 2.0.

## Academic Progress Benchmarks

**Green status** (Academic Progress) – Students maintained a 2.0 GPA overall and in the previous semester of coursework and are making academic progress in their studies.

**Yellow status** (Academic Alert) – Students who have not maintained a 2.0 GPA in the previous semester will meet with the Student Success Office and create an action plan to be implemented. Failure to follow the plan will result in academic review and possibly Academic Suspension.

**Blue status** (Beginning Academic Progress) – Students who have achieved a 2.0 GPA after a semester on yellow status will continue to meet with the Student Success Office and implement an action plan, but they will likely have fewer expectations in their plan.

**Orange status** (Academic Probation) – Students who have not achieved a 2.0 GPA after a semester on yellow status will be placed on Academic Probation. They will be ineligible for sports and other extracurricular activities, their credit loads may be limited, and they will continue to meet with the Student Success Office to implement their action plan.

**Red status** (Academic Suspension) – Students who have not achieved a 2.0 GPA after a semester on orange status will likely be suspended for one semester. Students who would like to apply for readmission after suspension should discuss their plans with the Admissions and Student Success Offices.

## Academic Suspension

A student on Academic Suspension may not re-enroll for one semester. To reapply, the student must submit a Readmission Application to the Admissions Office prior to the beginning of the semester. Any student who has been placed on suspension must write an essay on how they will be successful upon returning and the student must be interviewed by the Student Retention Committee before being readmitted. The Student Retention Committee will then act on the application. The deadline for the application and essay is July 1 for the fall semester and October 1 for spring semester.

A student who is readmitted after an academic suspension is on **permanent probation** and **must** earn an acceptable GPA or face dismissal.

# Academic Regalia

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Faculty members are responsible for securing and maintaining their own academic regalia, as well as keeping it current with their academic background.

Academic regalia should be worn on the following occasions:

- Convocation
- Honors Chapel
- Commencement
- Special Academic Events (see "Calendar Events")

Adjunct faculty must notify the administrative secretary ([kfeldpausch@glcc.edu](mailto:kfeldpausch@glcc.edu) or 517.321.0242 x 250) of their desire to participate at least one week before the occasion.

# Advising Students

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Academic advising is an essential component of higher education; therefore, GLCC is committed to providing the individual advice and assistance that students need at every step throughout their program. Students are assigned an academic adviser who will assist them in constructing course schedules that meet their needs and fulfill the requirements of their major.

*Students* are responsible for scheduling, preparing for, and keeping advising appointments; seeking out contacts and information; and knowing the basic requirements of their individual degree programs. Students bear the final responsibility for making their own decisions based on the best information and advice available, and ultimately, on their own judgment. They should become knowledgeable about the policies, procedures, and rules of the College and its academic programs. They should consult with their adviser at least once a semester to register for courses, review the accuracy of their records, track their progress toward graduation, and discuss the suitability of other educational opportunities provided by the College.

*Advisers* are responsible for developing a thorough knowledge of the institution, the structure of the curriculum (e.g., course progressions and prerequisites), and the requirements of their major. Advisers are expected to involve students by encouraging them to ask questions, gather information, and explore options so that they may develop a meaningful academic plan. They should communicate information that is accurate, clear, and helpful. In advising students, they should avoid criticizing other faculty members or providing advice that serves their own concerns or interests rather than the student's best interests.

Advisers will be present on summer registration days, and they will be available to their advisees during registration periods in the fall and spring semesters. Throughout the semester, they will be available to students on a regular basis, to monitor their advisees' progress, assist students in considering career and curriculum options, and make appropriate referrals to other campus offices.

*The College* will support the work of academic advisers by providing them with a clear and firm foundation of information regarding policies, procedures, resources, and programs. The College is committed to helping advisers develop effective advising skills, evaluate its system of academic advising, and make improvements when necessary.

*The Registrar* will provide advisers with up-to-date, clear information about course schedules and registration deadlines. He or she will also inform them of Mid-Semester Alerts for their advisees. He or she will provide a graduation audit for students approaching the end of their program.

If a student changes majors, the adviser should ensure that the student fills out the "Change of Adviser" form (available online at <https://www.glcc.edu/academic/registrar-office/>) and follows the procedures listed on the form.

The current academic advisers are listed on the next page, identified by the following key:

Sam Long	SL	Christy Lambright	CL
Ron Peters	RP	Todd Jones	TJ
John Nugent	JN	Esther Hetrick	EAH
Jessica Kruger	JK	Ryan Apple	RA
Julie Dumont	JD	Mahrley Teachworth	MT
Douglas Walker	DW	Melvin Balogh	MB

## Programs of Study

Associate of Arts in General Education _____	SL
Advanced Biblical Studies _____	RP
Bible & Theology _____	JN
Business Management (and Nonprofit) _____	SL
Compassionate Care _____	SL
Early Childhood Education (B.S. & A. A.) _____	JK
Family Life Education (B.S. & A. A.) _____	JD
History _____	DW
Interpersonal & Organizational Communication _____	CL
Ministry	
Children's Ministry	
Church Planting	
Pastoral Ministry (B.S. & A. A.)	
Sports Ministry (see Sports Management)	
Youth Ministry (B.S. & A. A.) _____	BB
Music (B.S. & A.A. in Worship Arts) _____	EAH / RA
Psychology & Counseling (B.S. & A. A.) _____	MT
Sports Management & Sports Ministry _____	MB

## Supplemental Minors

Business Management (and Nonprofit) _____	SL
Family Life Education _____	MA
History _____	DW
Interpersonal & Organizational Communication _____	MH
Music _____	EAH
Pastoral Ministry _____	TJ
Psychology _____	MA
Social Science _____	DW
Social Studies _____	DW
Sports Management _____	SL
TESOL _____	SK
Youth Ministry _____	TJ



# Alcohol and Other Drug Policy

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Great Lakes Christian College has implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. This program incorporates the certification requirements of the Drug-Free Schools and Communities Act (DFSCA) of 1989, as articulated in the Education Department General Administrative Regulations (EDGAR) Part 86.

## Standard of Conduct and College Sanctions

Great Lakes Christian College prohibits the unlawful possession, use, or distribution of drugs and alcohol by faculty, staff, and students on college property or at any college activity. The Employee Handbook, Faculty Handbook, and Student Handbook contain such prohibitions and provide sanctions for violation, up to and including discharge for employees and dismissal for students.

## Legal Sanctions

Municipal, state, and federal laws strictly outline penalties—including fines and jail terms—for the illegal use, possession, or distribution of alcohol and drugs. Specific references to laws appear below.

## Health Risks

The use of illicit drugs and the abuse of alcohol present major health risks, such as addiction, acute and chronic illness, and death. Other risks associated with alcohol and drug use include impaired learning, violence, injuries, accidents, drunk driving, acquaintance rape, unplanned pregnancies, and sexually transmitted diseases.

## Treatment Programs

Alcohol and drug information, referral, counseling, treatment, and rehabilitation programs are available to faculty, staff, and students through a variety of on- and off- campus resources. Some of these services and programs are without charge; others are covered by insurance or based on ability to pay. Students may obtain further information about available services by calling Sparrow Health Care Systems—Outpatient Behavioral Health Clinic, Lansing, MI, (800) SPARROW.

All faculty, staff, and students with questions, concerns, or problems related to the use of illicit drugs or the abuse of alcohol are urged to take immediate advantage of the available help. All members of the college community, however, must clearly understand that they jeopardize their education, their jobs, their health, and their future if they unlawfully possess, use, or distribute drugs or alcohol at Great Lakes Christian College. Sanctions for such misconduct will be consistently enforced.

The Federal Government and the State of Michigan decide if and how a drug should be controlled. Prescription drugs psychoactive (mind-altering) are categorized according to a Schedule IV which explains under what conditions a physician can prescribe the drug. This schedule also includes a drug's known and potential value, its potential for physical or psychological dependence, and the risk to public health. Penalties for the illegal sale or distribution of a drug are established using Schedule IV.

Schedule I drugs have a high potential for abuse with no medical benefits. Production of these drugs is controlled. Examples include heroin, methaqualone, all hallucinogens (except phencyclidine-PCP), marijuana and hashish. Tetrahydrocannabinol (THC), depending on its form, can also be a Schedule I drug.

Schedule II drugs have a high potential for abuse, they also have some medical uses. Production of these drugs is also controlled. Examples include opium, morphine, codeine, other narcotics, barbiturates, cocaine, amphetamines, and phencyclidine (PCP).

Penalties for selling Schedule I and II drugs vary with the quantity of the drug. Additionally, if death or serious injury is associated with the sale, or if it is a second offense, penalties are more severe. When establishing penalties for sale, marijuana and hashish are separated from this designation according to the schedule. The penalties are similar to those set for Schedule I and II drugs. Federal penalties for first offense sale of small amounts of Schedule I and II drugs are not less than five years and not more than 40 years. In the case of death or serious injury, the penalty is not less than 20 years and not more than life. The second offense incurs a fine of not more than \$2 million for individuals and \$5 million for other than individual.

The state penalty for "delivery possession with intent to deliver, and manufacture" of less than 25 grams is mandatory one to 20 years; up to \$25,000 fine, or life probation. Possession of less than 25 grams incurs a penalty of up to four years, or a fine up to \$25,000, or both. Both offenses are felonies. Use of Schedule I and II drugs constitutes a misdemeanor which has a penalty of up to two years, \$2,000 fine, or both.

Schedule III, IV and V drugs have some potential for abuse, but less than I and II. The potential for abuse of Schedule IV drugs is less than Schedule III, and Schedule V is less than IV. All drugs in this category have medical uses, and their production is not controlled. Examples include some narcotics, chloral hydrate (IV), barbiturates (III), other depressants (III and IV), amphetamines (III), and other stimulants (III and V).

The federal penalty for a first offense sale of a Schedule III drug is not more than five years, and a fine of not more than \$250,000 per individual, and \$1 million not individual. The penalty for first offense sale of Schedule IV drugs is not more than three years. The fine is the same as for Schedule III drugs. The penalty for first offense sale of Schedule V drugs is not more than one year and a fine of not more than \$100,000 per individual or \$250,000 not individual.

State penalty for the sale of some Schedule III drugs constitutes a felony and carries a penalty of up to seven years, or a fine of up to \$5,000, or both. The penalty for the sale of Schedule IV drugs is also a felony and has a penalty of up to four years, or a fine up to \$2,000, or both. The sale of Schedule V drugs is a felony too and has a penalty of up to two years, or a fine up to \$2,000, or both.

## Michigan Ordinances

- I. Operating Under the Influence of Alcohol (OUIL)
  - A. Description: A person, licensed or not, under the influence of alcohol, or drugs, or both.
  - B. Penalty: First arrest - not more than 90 days, or \$100-\$500 fine, or both.
  
- II. Permitting Person Under the Influence to Drive
  - A. Description: Allowing intoxicated person to drive in an area open to the public.
  - B. Penalty: Not more than 90 days, or \$100-\$500 fine, or both.
  
- III. Minor Possessing or Transporting in a Motor Vehicle
  - A. Description: Persons under 21 may not possess or transport alcohol in a vehicle.
  - B. Penalty: Not more than 90 days, or a fine of not more than \$100. Vehicle can be impounded.
  
- IV. Purchase/Possess/Consume by Minor
  - A. Description: Persons under 21 may not purchase, possess, or consume alcohol.
  - B. Penalty: Civil infraction: first arrest - \$25, second arrest - \$50, and third arrest - \$100.
  
- V. Impaired Driving
  - A. Description: A person driving in public area while impaired from alcohol, drugs, or both.
  - B. Penalty: Not more than 90 days, or a fine of not more than \$300, or both.

## Alcohol Policy

The standards of the Great Lakes Christian College community regarding the use of alcoholic beverages is listed below. The context for these community standards is that Great Lakes Christian College expects all faculty, staff, and students to comply with the state of Michigan laws about alcoholic beverages. In the state of Michigan, persons under the age of 21 shall not purchase, consume, or possess alcoholic beverages. In addition, it is against Michigan law to sell or furnish alcoholic beverages

to persons under 21 years of age. The community goal is that faculty, staff, and students will make responsible choices about whether to use alcoholic beverages. A responsible choice will vary from individual to individual. Because most Great Lakes Christian College students are under the legal drinking age, their choice should be abstinence. For those of legal drinking age, it should be abstinence or moderation. Some must choose abstinence because of their high risk for alcoholism. Everyone in our community, before consuming alcohol, should carefully consider their witness to others and the possible impact on others' decision of whether to consume alcohol. The laws of the state of Michigan and the community standards ought to guide our community in decisions about alcoholic beverage use. Those who fail to respect these laws and standards risk the sanctions of this community.

1. Possession and Consumption:

Great Lakes Christian College prohibits the possession and consumption of alcoholic beverages on college premises and at authorized college activities off college premises. The college also expects students who are underage to comply with state of Michigan laws regarding the possession and consumption of alcoholic beverages.

2. Alcohol Containers:

Great Lakes Christian College prohibits the possession of any alcoholic beverage containers anywhere on college premises including vehicles.

3. Drunkenness:

Great Lakes Christian College expects faculty, staff, and students of legal drinking age who choose to drink alcoholic beverages to be moderate in their consumption. Any consumption of alcoholic beverages that results in impairment or intoxication is a violation of community standards.

### **Tobacco Policy**

Great Lakes Christian College is a tobacco free campus. Possession and use is prohibited while on campus or at a College sponsored event or trip. Violations of this policy will be turned over to the Dean of Students.

### **Employees Sanctions for Controlled Substances**

Great Lakes Christian College holds a zero-tolerance policy for the abuse of controlled substances (in line with the Drug Free Schools and Communities Act and the Department of Education's supporting regulations (EDGAR Part 86 Subpart A 86.3). Most importantly, the intellectual, spiritual, and personal growth and well-being of both the individual and community is best served by holding everyone accountable for the use of such substances.

Sanctions for violation of the controlled substances policy:

1. Zero tolerance means that misuse of a controlled substance will result in automatic dismissal.
2. Employees will be given 24 hours to remove their belongings from campus depending on the severity of the issue. In some cases, employees may be asked to leave campus immediately and arrangements will be made to retrieve their belongings.
3. Possession of a controlled substance on campus property will be reported to and dealt with by the local authorities.

### **Alcohol and Tobacco**

The severity of the sanction will reflect the seriousness of the incident, employee's history of previous violations, and work evaluations. Sanctions may include the following:

1. Warning
2. Probation
3. Termination

## **Medical Marijuana Policy**

Medical marijuana, which is prescribed for healing purposes, is prohibited at Great Lakes Christian College even though there may be state and local laws that permit its use.

Great Lakes Christian College receives federal funding through Title IV in the form of student financial aid (grants, loans, and work-study programs). As a condition of accepting this money, Great Lakes Christian College is required to certify that it complies with the Drug-Free Schools and Communities Act (DFSCA) of 1989, as articulated in the Education Department General Administrative Regulations (EDGAR) Part 86. The federal government regulates drugs through the Controlled Substances Act (CSA) (21 U.S.C. A 811) which does not recognize the difference between medical and recreational use of marijuana. To comply with the Federal Drug Free School and Communities Act and avoid losing federal funding, Great Lakes Christian College must prohibit all marijuana use, including medical marijuana, and provide sanctions for its use.

## **Primary Prevention Plan**

### Environmental Management

1. Provide drug-free social gatherings and service opportunities.

GLCC's Department of Student Development is committed to providing weekly floor events, large on-campus events each month, and trips throughout each semester that provide an opportunity for students to create friendships and build a sense of belonging without the consumption of alcohol.

2. Promote health-conscious living.

Coordinating with Creative Dining services, Great Lakes Christian College works to provide students with nutritional information and advice for healthy living. Using a variety of programs, including men's and women's health months, residence hall fitness challenges, healthy vending, and intermural sports, Great Lakes Christian College works to encourage students to live an active life and make wise choices regarding their personal health.

3. Limit the availability of drugs on campus.

In accordance with Federal and State of Michigan standards Great Lakes Christian College is committed to enforcing a drug free campus. Students who violate any campus drug standards risk being suspended or expelled from GLCC.

### Preventative Education

1. New Student Orientation

The communication of our core values is included in our week of new student orientation and in the student handbook. The main purpose of this is to communicate to students the campus identity GLCC is working to create. Part of our identity is valuing responsible consumption of alcohol and prohibiting the consumption of alcohol by minors. Students are exposed to many statistics and national trends in regard to alcohol consumption and binge drinking and are provided the names and contact information of staff that can be reached if they ever need assistance.

2. All Hall Meetings

At the beginning and end of each semester residential on-campus students are required to attend an all-hall meeting. One of the purposes of these meetings is to discuss the expectations residence life personnel have for our on-campus student community. These meetings also address issues that arise throughout the semester. All-hall meetings provide an opportunity to explain to students why we are an alcohol-free campus and the risks associated with consuming alcohol. It also serves to remind students of the staff who are always willing to support them if they need assistance in dealing with addiction or abuse of alcohol.

### 3. Men's and Women's Health Month Programming

Great Lakes Christian College sets aside October and November to focus on health issues that affect respective genders, such as breast cancer and testicular cancer. The larger purpose of these months is to focus on the importance of holistic personal health and provide students with educational-based programming. The programming includes lectures from visiting doctors, health challenges, daily health facts, panel discussions on current health issues, and fund raisers for foundations related to specific health causes. The programs include all aspects of personal health including the damage of alcohol and drug addiction and abuse.

## Student Support

### 1. Amnesty Policy

Students who are struggling with alcohol abuse, addiction, or binge drinking and seek assistance and help on their own accord will not be punitively disciplined by the Student Conduct Committee. Great Lakes Christian College strongly encourages students to seek help when they need it. So, when a student comes forward asking for help, he or she will receive it. The Amnesty Policy carries the expectation that a student seeking help truly wants to change and will do their part to make it happen. If the Dean of Students and the Student Conduct Committee determine a student is not making notable improvements in the habits regarding alcohol, the student may open themselves up for sanctions from the Student Conduct Committee.

### 2. Counseling

When they have one, a Counseling Center of Great Lakes intern is willing to meet free of charge with any student who desires it. The Dean of Students, Residence Directors, and many other staff and faculty are willing to meet with students to provide counsel, accountability, and guidance.

## Annual Notification

Great Lakes Christian College will provide written notification to students and employees on an annual basis of the College's Alcohol and Illegal Drug Policy as required by EDGAR Part 86 Subpart A 86.3 GLCC will make every effort to ensure distribution (opposed to simply making them available) to every student and employee. The notification will include the entire policy with the following requirements:

1. Standards of conduct that clearly prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees,
2. A list of applicable legal sanctions under federal, state, or local laws for the unlawful possession or distribution of illicit drugs and alcohol,
3. A description of the health risks associated with the abuse of alcohol or use of illicit drugs,
4. A list of drug and alcohol programs (counseling, treatment, rehabilitation, and re-entry) that are available to employees or students,
5. A clear statement that GLCC will impose disciplinary sanctions on students and employees for violations of the standards of conduct and a description of those sanctions, up to and including expulsion or termination of employment and referral for prosecution.

# Assessment and Improvement Process

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The faculty is committed to continual improvement of our academic programs. They continually seek ways to achieve excellence in teaching and to promote the effectiveness of student learning. To accomplish these ideals, the faculty will carry out an annual assessment and improvement process that will include the following:

- Collection of data about student learning
- Evaluation of data about student learning
- Plans to improve student learning
- Plans to improve the assessment and improvement process
- Development of assessment reports

## Collection of Data About Student Learning

1. Articulate objectives for student learning.

The faculty has identified objectives for each of the majors, minors, and associate's programs. They have also identified core competencies that have been established in the general education curriculum and then developed throughout the rest of the curriculum.

2. Check for alignment between the curriculum and the objectives.

The faculty has completed this step for the majors, minors, associate's programs, and the core competencies.

3. Develop an assessment plan.

This plan describes the data that will be collected for each of the objectives. The data can include a combination of direct and indirect measures, and they can result from both quantitative and qualitative analysis. Multiple measures of the objectives are encouraged in order to confirm the results in more than one way.

Assessment plans have been completed for the following programs: Advanced Biblical Studies, Bible & Theology, Early Childhood Education, Family Life Education, Interpersonal & Organizational Communication, Ministry, History, Music, Psychology & Counseling, and Sports Management. Assessment plans have also been completed for the College's six core competencies: critical thinking, cultural humility, interpersonal communication skills, kingdom mission, self-understanding, and written communication skills.

4. Gather evidence about how well students are meeting the objectives.

Instructors who teach courses in which assessment data are embedded will be responsible for providing that data to the champion of that major or core competency.

## Evaluation of Data About Student Learning

Assessment data must be examined by qualified experts who can evaluate the significance of the findings and draw appropriate conclusions from them. Therefore, the main adviser for each major is responsible for examining and evaluating the assessment data for his or her area. Advisers should also consider the implications of institution-wide data for their program (e.g., alumni surveys, graduation, retention rates, etc.). This data will be collected and provided to the Director of Assessment.

Faculty members who are not main advisers for a program will serve on a committee to evaluate the data concerning the core competencies. This evaluation process should be carried out annually in late May for majors or early August for core competencies during Assessment Fest.

## **Plans to Improve Student Learning**

Based on the evaluation of the assessment data, the faculty will identify areas of strengths and weakness in student learning. They will continue to build on strengths and improve on weaknesses.

Weaknesses can be addressed in at least three ways:

1. Modify the objectives of the program
2. Modify the content of the curriculum (remove a course, add a course, modify the content of a course)
3. Modify the instructional methods used in a course

## **Plans to Improve the Assessment and Improvement Process**

At the end of this annual process, the faculty will suggest changes to improve the assessment procedures. They could decide to discontinue the collection of certain data, begin the collection of certain data, alter the way that data are collected, or modify the structure or timeline of the whole process.

## **Development of Assessment Reports**

By September 30 of each year, each person or committee will submit an assessment report to the Director of Assessment. This document should contain the following sections:

1. Profile of the program (the number of students in the major, the number of graduates in the last three years)
2. Learning outcomes (listed in the catalog)
3. Assessment procedures (unique for each major or core competency)
4. Gathered evidence (placing the current year alongside prior years)
5. Interpretation of results (summarizing the implications of the data for strengths and weaknesses in student learning)
6. Plans for improvement (listing ideas to foster greater student learning and an improved assessment process)

# Attendance / Absences, Faculty

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Faculty are expected to be prepared and present in their assigned classes.

In the event of a planned absence, please inform the Vice President of Academic Affairs in writing prior to the absence.

Although tardies are discouraged, they occur even for faculty members. If a professor is late, students are expected to remain in the classroom at least 15 minutes, after which time they can leave.

Excessive absences or tardies may result in consultation with the Vice President of Academic Affairs to clarify, correct, or make suitable arrangements on this matter.

# Attendance / Absences, Student

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Instructors at GLCC develop an attendance policy for each class based on the four criteria described below. The VPAA regularly reviews each syllabus to ensure that it fulfills these four criteria. An effective attendance policy does the following:

1. Promotes Class Attendance

Since students learn through engagement and involvement in class instruction and discussion, an attendance policy supports and promotes student learning. Also, it encourages students to fulfill their responsibilities of contributing to the learning process of other students in the class. It also encourages good stewardship among students by ensuring that they receive the benefits for which they have sacrificed their finances and time. It will promote the development of personal discipline and responsibility.

2. Sets Clear Expectations for Class Participation

An attendance policy should be simple and beyond misinterpretation.

3. Is Fair and Equitable

An attendance policy should recognize that students have responsibilities and needs that sometimes compete and conflict with their academic responsibilities. Therefore, it should allow opportunity for students to address those other concerns to a reasonable degree. An attendance policy should also be applied consistently for all students.

4. Provides Flexibility for Its Application by Instructors

Although an attendance policy sets the parameters for student attendance, it should allow each instructor the opportunity to determine specific details of its application. Instructors may differ in their views of the importance and necessity of class attendance, so they may implement the attendance policy in a way that reflects their values. For example, instructors may differ in how much attendance should affect students' grades or whether to allow unexcused absences, and how many classes can be missed before a student automatically fails.



## Calendar Events

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A College calendar is published each academic year in the academic catalog. Certain events on the calendar require faculty attendance. For some events, faculty attendance may be assigned to certain faculty members. For other events, attendance is at the discretion of each faculty member. Each faculty member is encouraged to participate as much as possible in activities with the students for fellowship and encouragement.

Required events include:

- Convocation
- Commencement
- Chapel
- Faculty/Staff Retreat(s)
- Faculty Meetings
- Honors Chapel
- Special Academic Events (e.g., Presidential Inauguration )

Academic Regalia required

## Chapel

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Chapel is viewed as an important part of the process of spiritual formation at GLCC. Students receive 0.5 credits for a grade of “satisfactory” in chapel. Chapel is regularly scheduled on Tuesday and Friday. Graduating seniors must successfully complete chapel credit for three quarters of the full-time semesters of attendance (for a maximum of six successful semesters, even if the student attends more than eight semesters). If chapel requirements have not been completed by the final semester, the student may satisfy the requirement with a 3-credit Bible & Theology elective course.

If a student misses more than eight chapel sessions, he or she will receive an “unsatisfactory” chapel grade for the semester.

## Christian Service / Outreach Ministries

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Great Lakes Christian College views the Outreach Ministries program as a vital part of the mission of preparing servant leaders for the church and world.

Students are required to fulfill the Outreach Ministries requirement 75% of the full-time semesters they are enrolled at GLCC.

The Director of Outreach Ministries, Judy Beavers, will meet with the Vice President of Academic Affairs periodically throughout the academic year.

See “Outreach Ministries Handbook” for more details.

# Classification, Faculty

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Faculty are identified by three classifications:

## Adjunct Faculty

- a. Classified as Instructor
- b. Contracted on a per class basis
- c. Attends faculty meetings only by request of Vice President of Academic Affairs or President

## Part-Time Faculty

- a. Classified as Instructor
- b. Can be contracted routinely on a semester basis
- c. Holds responsibilities different from teaching (e.g., library, college success) or in addition to teaching (e.g., advising, assessment)
- d. May attend faculty meetings

## Full-Time Faculty

- a. Classified as Associate Professor or Professor
- b. Professor rank is granted after three years of full-time teaching at GLCC
- c. Contracted on an annual basis
- d. Must attend faculty meetings
- e. Responsibilities include but are not limited to teaching to:  
advising, assessment, committee assignments, regular involvement in campus life, mentoring students, professional development, and college representation beyond the classroom
- f. On-campus minimum: 30 hours per week (including classes)

# Classification, Student

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Students enrolled in regular degree and certificate programs at GLCC are classified according to the number of credit hours earned:

- Freshmen            0 – 30 semester hours
- Sophomores        31 – 60 semester hours
- Juniors             61 – 90 semester hours
- Seniors             91+ semester hours

Three additional classifications of students exist at GLCC:

- Limited             A dually enrolled or part-time student who may enroll for four credits per semester, accumulating no more than twelve credits, before making formal application to GLCC.
- ALP                 A student over twenty-five years of age and enrolled in the Adult Learning Program.
- Audit                A student enrolled for informational instruction only, not receiving college credit.

# Classroom Management

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## Academic Excellence

Faculty members are encouraged to provide the best possible learning experience for the students of Great Lakes Christian College. In accordance with the stated purposes and scope of a course and in keeping with student needs, the Administration of the College supports the goal of providing such learning experiences. It is recognized that members of the Faculty are essential agents in the College's efforts toward academic excellence.

## Ethics

Great Lakes Christian College is committed to follow the example and teaching of Jesus in word and deed. Hence, the College's professional and ethical standards are an appeal to the highest standards of Christian behavior. A Christian professional ethic requires from every person associated with the College a high regard for co-workers, regardless of rank or seniority. All Faculty are expected to uphold the following standards:

1. Each member of the Faculty is expected to respect the person and to uphold the honor of every other co-worker before all students of the College.
2. No member of the Faculty will interfere in any matter between another faculty member and a student unless that teacher calls him or her in for consultation.
3. Each faculty member and student has the right to expect that the other will respect the confidential nature of their conference.
4. Faculty members who disagree with administrative policies will work through proper channels to bring about desired changes. To involve students in faculty and administrative matters is considered unethical.
5. Professional ethics require that each faculty member be a "professional": assuming a proper share of the work of the College and striving for competence and increased ability as a teacher.

## Faculty Educational Objectives

### Spiritual

To assist the students in developing a sound and well-grounded understanding of the following:

- Christ and the Church
- A definite Christian philosophy of life in personal and social problems
- A sense of personal responsibility for participating in the mission of the Church
- A commitment to preach and teach the gospel.

### Intellectual

To assist students in acquiring a comprehension of these items:

- Basic facts and principles of the major fields of knowledge
- A continuing desire for intellectual achievement
- The art of effective expression, both in spoken and written English

### Ethical

To assist students in acquiring the following:

- Moral and ethical standards which are commensurate with biblical teaching
- An attitude of understanding toward those who do not hold the same opinions
- A sense of responsibility for improving the standards of people throughout the world

### Social

To assist students in these social skills:

- Becoming acquainted with approved social practices of people of different cultures
- Being sensitive to the many social needs of people wanting to minister to those needs
- Assisting students in acquiring an intellectual understanding of the problems of nations throughout the world
- Helping students discern individual responsibility in the advancement of the United States government—local, state, and national

### Emotional

- To assist students in emotional maturation:
- Understanding human emotional needs
- Preparing to use Biblical teaching and preaching in a manner sensitive to the emotional needs of their listeners
- Nurturing a desire to become competent in counseling individuals where emotional needs are blocking more effective Christian service

### **Classroom Conduct**

Faculty members should not tolerate talking, inattention, or bad habits that disrupt the class. Food is not allowed in the classrooms at any time. The instructor has full right to dismiss any student disrupting the class (as an unexcused absence). The name of the offender should be reported to the Dean of Students in writing.

### **Textbooks**

Each faculty member is responsible for reporting textbook lists to the Special Assistant to the VPAA one week before the class schedule is published for the following semester.

### **Classroom & Office Supplies**

Supplies and materials required by faculty in job duties are available in the Mailroom. Supplies for personal use may also be purchased through the Bookstore. Classroom aids such as audiovisual materials or technological applications that must be rented or purchased by the College must be approved by the Vice President of Academic Affairs prior to ordering.

### **Classroom Dress**

The faculty are expected to dress in a professional manner and be neat in appearance.

### **Homework Suggestions**

For every hour in class, two hours of work outside of class is expected. Generally, the proficiency and efficiency of students mature during their college careers. Hence, faculty expectation of student performance should increase over the course of their academic programs.

# College Information

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## Mailing Address

Great Lakes Christian College  
6211 West Willow Highway  
Lansing, MI 48917

**Main Phone** 517-321-0242

**Email** [glcc@glcc.edu](mailto:glcc@glcc.edu)

**Vice President of Academic Affairs** [jnugent@glcc.edu](mailto:jnugent@glcc.edu)

**Web** [www.glcc.edu](http://www.glcc.edu)

**Special Assistant to the VPAA** [hbunce@glcc.edu](mailto:hbunce@glcc.edu)

Accredited on probation by the

Higher Learning Commission  
[www.hlcommission.org](http://www.hlcommission.org)

Approved by the

United States Office of Student Financial Assistance  
for offering federal student aid

Approved by the

State of Michigan Department of Education  
for offering state financial assistance

Authorized by the

United States Immigration and Customs Enforcement  
for enrolling non-immigrant foreign students

Approved by the

Department of Veterans Affairs  
as a Military-Friendly school  
[www.va.gov](http://www.va.gov)

Member of the

Evangelical Council for Financial Accountability  
in compliance with the ECFA standards of financial integrity and Christian ethics

## Committee Assignments

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Committee assignments will be made by the Vice President of Academic Affairs at the beginning of each academic year. Whenever possible, appointments will be discussed with faculty members prior to being publicized.

Standing committees are as follows:

- Student Retention Committee
- Library Committee
- Student Restoration Committee

*Ad hoc* committees and task forces may be appointed to address a temporary or urgent issue. The Vice President of Academic Affairs is an *ex officio* member of all committees.



# Core Competencies

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## Definition of Core Competencies

To assess the effectiveness of student learning, the expected outcomes must be clearly stated and defined. Core competencies are the attitudes and skills that every graduate should develop during a four-year program. These qualities are necessary for success and excellence in any field of service. The general education requirements lay the foundation for the core competencies, and the majors strengthen and extend them.

The faculty have agreed on six core competencies that they seek to develop in all students:

1. **Critical Thinking:** Graduates will be able to apply reason and reflection (including quantitative analysis and scientific reasoning) to information, ideas, and arguments to solve problems and make decisions.
2. **Cultural Humility:** Graduates will be able to acknowledge their own and others' embeddedness in cultures and evaluate and engage this in relation to the culture of the new humanity founded in Christ.
3. **Interpersonal Communication Skills:** Graduates will be able to interact with other people one-on-one and in groups by applying skills in conversation, listening, conflict resolution, collaboration, and consensus-building.
4. **Kingdom Mission:** Graduates will be able to articulate God's mission in the world, the church's role within it, and their vocation as individual believers in light of God's kingdom as revealed through Jesus.
5. **Self-Understanding:** Graduates will be able to recognize, evaluate, and improve their weaknesses, strengths, gifts, and values.
6. **Written Communication Skills:** Graduates will be able to organize and present their conclusions, ideas, opinions, feelings, and beliefs to others in written form.

## Levels and Criteria of Core Competencies

The faculty have defined three levels for each competency—beginning, intermediate, and advanced. These levels describe the progression and development that students will show as they advance through their studies. The faculty identified criteria for each level, e.g., key indicators and patterns of evidence. These criteria are observable behaviors that can be evaluated by the faculty. Identifying these criteria allows both students and faculty to know when students have advanced to another level of competency.

After identifying the criteria for each level, the faculty mapped the competencies to the curriculum. Professors identified which level of each competency courses address. A grid with columns for each level depicts graphically how thoroughly the curriculum addresses each level. The faculty then discussed ways to fill the gaps in the curriculum.

Faculty and instructors will include in their syllabi a table that lists the levels of each competency. They will mark each level addressed for each of their courses. This procedure will make the learning goals of the class clear to the students.

## Assessments of Core Competencies

The faculty will scan the requirements of each course in order to identify ways that the core competencies are assessed in their courses. This master list of assessments will be used to identify course-embedded assessments of the core competencies. After generating this list of possible assessments, the faculty will select those that provide the most useful assessments of each competency. They will develop a plan for collecting this data and evaluating it.

CRITICAL THINKING		
Beginning	Intermediate	Advanced
<p>Identifies information, ideas, and arguments from a variety of viewpoints.</p> <p>Recognizes the logical processes necessary to solve a problem.</p> <p>Recognizes the biases and preconceptions that affect decision making.</p> <p>Reflects on personal thinking processes and skills (thinking about how one thinks).</p>	<p>Compares and contrasts relevant arguments and counter-arguments.</p> <p>Analyzes and appraises the premises and hypothesis relevant to the problem.</p> <p>Assembles new concepts, criteria, or theories in light of evidence and reasoning.</p> <p>Evaluates one's own and others' thinking strategies and ideas.</p>	<p>Evaluates, synthesizes, or eliminates arguments to draw conclusions.</p> <p>Decides upon a course of action to solve the problem.</p> <p>Makes decisions based on legitimate criteria and reasoning.</p> <p>Adjusts own thought processes through continual review and reflection.</p>

CULTURAL HUMILITY		
Beginning	Intermediate	Advanced
<p>Identifies people, places, works and events central to culture.</p> <p>Identifies elements and issues essential to cultural understanding.</p> <p>Indicates knowledge of cultural difference.</p> <p>Relates current cultural issues to their components in the past.</p>	<p>Compares and contrasts essential cultural elements.</p> <p>Analyzes various racial, legal, and moral perspectives in various cultures.</p> <p>Demonstrates an openness to cultures and behaviors which are not one's own.</p> <p>Analyzes historical development of a cultural element or elements.</p>	<p>Critiques elements of one's own culture that contribute to cultural prejudice.</p> <p>Explains the relationship of fear, ignorance and ethnocentrism contribute to cultural misunderstanding.</p> <p>Formulates a strategy for fostering intercultural harmony.</p> <p>Reflects on issues of superiority and inferiority engendered by one's culture or subculture.</p>

INTERPERSONAL COMMUNICATION SKILLS		
Beginning	Intermediate	Advanced
<p>Defines the purpose behind any communicative act.</p> <p>Recognizes the uniqueness of a particular audience in respect to an intended message.</p> <p>Indicates the necessary message/information to be sent in a chosen channel.</p>	<p>Develops an effective strategy to accomplish the purpose of the communicative act.</p> <p>Identifies the demographic and psychological (beliefs, values and attitudes) factors which could effect the comprehension of a given message.</p> <p>Employs clarifying feedback within the context of others' communicative acts.</p> <p>Designs and states the information/message in a concise and precise manner/channel.</p>	<p>Implements effective strategies followed by an evaluation for future improvements.</p> <p>Utilizes skills and techniques to deliver the intended message/information effectively to a specific audience.</p> <p>Translates the message/information through the unique experiences and personality of the sender.</p>

KINGDOM MISSION		
Beginning	Intermediate	Advanced
<p>Recognizes the need for spiritual growth.</p> <p>Recognizes central Christian beliefs.</p> <p>Regularly attends local church gatherings.</p> <p>Recognizes basic Christian ethics.</p> <p>Explains the Biblical teachings on servanthood.</p> <p>Articulates God's will for the world.</p>	<p>Begins practicing disciplines that promote spiritual growth.</p> <p>Adopts central Christian beliefs and commits to developing a Christian worldview.</p> <p>Forms a network of relationships within a local church.</p> <p>Embraces Christian ethics and begins to apply them in daily life.</p> <p>Incorporates the Biblical teachings on servanthood in their daily lives.</p> <p>Accepts God's call to bear witness to his kingdom to the world.</p>	<p>Consistently practices disciplines that promote spiritual growth.</p> <p>Guides others in developing a Christian worldview.</p> <p>Actively serves in a local church.</p> <p>Consistently applies Christian ethics in daily life.</p> <p>Serves others joyfully and consistently.</p> <p>Actively seeks opportunities to bear witness to God's kingdom to the world.</p>
SELF-UNDERSTANDING		
Beginning	Intermediate	Advanced
<p>Discovers and identifies personal weaknesses.</p> <p>Articulates areas of strength and potential</p> <p>Discovers talents and spiritual gifts</p> <p>Identifies own values and convictions as reflected in life and behavior.</p>	<p>Evaluates weaknesses in light of Christian maturity.</p> <p>Analyzes employment of strengths and realization of potential.</p> <p>Assesses breadth and scope of giftedness and inherent talent.</p> <p>Evaluates values and convictions in relation to Christian maturity.</p>	<p>Develops strategies for improving areas of weakness.</p> <p>Takes steps to maximize potential and improve upon known strengths.</p> <p>Cultivates practices to develop talents and gifts.</p> <p>Pursues a plan to align values and convictions with Biblical principles.</p>
WRITTEN COMMUNICATION SKILLS		
Beginning	Intermediate	Advanced
<p>Defines the need for information.</p> <p>Identifies a variety of types of potential sources for information.</p> <p>Considers the costs and benefits of acquiring needed information.</p> <p>Reevaluates the nature and extent of needed information.</p> <p>Retrieves information online or in person using a variety of methods.</p> <p>Extracts, records, and manages information and its sources.</p> <p>Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.</p>	<p>Selects the most appropriate investigative methods for accessing needed information.</p> <p>Constructs, implements, and refines effectively-designed search strategies.</p> <p>Summarizes the main ideas to be extracted from the information gathered.</p> <p>Articulates and applies initial criteria for evaluating both the information and its sources.</p> <p>Determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.</p>	<p>Synthesizes main ideas to construct new concepts.</p> <p>Compares new knowledge with prior knowledge to determine value added, contradictions, or other unique characteristics of the information.</p> <p>Validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.</p> <p>Applies new and prior information to the planning and creation of a particular product or performance.</p> <p>Revises the development process for the product or performance.</p>



# Course Numbering & Enrollment Requirements

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## Course Numbering

100 - level	A basic or introductory course that provides a foundation for more advanced studies
200 - level	A survey or overview of a course of study
300 - level	A more in-depth or advanced inquiry into a subject area
400 - level	A terminal study with a specific focus

## Courses Common to All Areas

490, 491, 492, 493	Special Studies, one to three Hours, any semester Prerequisite: Instructor approval Guided research and investigations in an advanced area of study
499	Instructional assistantship, one to three hours, any semester Prerequisites: Minimum 2.75 GPA Minimum 3.0 GPA in all courses of area where assisting Instructor's permission

## Letter System Used to Identify Areas of Study

ACC	Accounting	FIN	Finance	MUS	Music
BIO	Biology	FLE	Family Life Education	NT	New Testament
BT	Bible & Theology	GEO	Geography	OT	Old Testament
CC	Communication	GOV	Government	PH	Philosophy
CCM	Cross-Cultural Ministry	GS	General Studies	PY	Psychology
CE	Christian Education	HI	History	REL	Religion
CHE	Chemistry	IOC	Interpersonal & Organizational Communication	SC	Science
CM	Christian Ministries	LA	Biblical Languages	SM	Sports Ministry
CO	Counseling	LED	Leadership	SO	Sociology
ECE	Early Childhood Education	LI	Literature	TSL	TESOL
ECN	Economics	MA	Mathematics	WM	Worship Ministry
ED	Education	MGT	Business Management	YM	Youth Ministry
EN	English				

### Bible & Theology Courses

## Course Enrollment Requirement

Required courses for general education, Bible & Theology Major, and professional majors will be offered regardless of enrollment unless the VPAA grants a course substitution. All other courses will be subject to the following criteria:

Courses taught by a full-time faculty member:

- Courses with two students enrolled may be cancelled.
- Courses with three students enrolled will remain open only at the request of the professor.
- Courses with four or more students enrolled will remain open.

Courses taught by an adjunct or part-time faculty member:

- Courses with four or fewer students enrolled may be cancelled.
- Courses with five or more students enrolled will remain open.

# Credit by Exam / Advanced Placement Policy

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Students may choose to accelerate their college career in one of two ways provided by the College Board: Advanced Placement (AP) and College Level Examination Program (CLEP). A student must receive AP credit before entering college and CLEP credit before the end of the first semester of the senior year. A student may earn up to 25% (or 30.75 hours) of credit for a bachelor's degree or up to 25% (or 15.75 hours) of credit for an associate degree through these programs. The results of these tests should be forwarded to the Registrar's Office.

## Advanced Placement (AP)

High schools throughout the nation implement the Advanced Placement Program of the College Board. For more information, visit <http://www.collegeboard.com/student/testing/ap/about.html>. The college follows the recommendation of the American Council on Education that a score of three or higher on an AP test will earn credit for the corresponding course at the college (see list below). Other AP tests that do not correspond directly to a course at GLCC may count as three hours toward general electives. A grade of "P" will be given for the course, and it will not be calculated in the student's GPA. Credits earned through AP testing will be charged a processing fee of \$30.00 for each test recorded. AP credit already awarded by another institution will not be subject to the processing fee.

<u>AP Examination</u>	<u>Credit Awarded for</u>
Biology	BIO 150 (4)
Calculus AB or BC	MA 200 (3)
Chemistry	CHE 180 (4)
English Language & Composition	EN 130 (3)
English Literature & Composition	LI 141 or LI 242 (3)
Environmental Science	Gen Ed Sci. Req. (4)
European History	HI 141 (3)
Music Theory	MUS 110, 111 (2) or MUS 120 (3)
Physics B or C	Gen Ed Sci. Req. (4)
Psychology	PY 150 (3)
Statistics	MA 250 (3)
U.S. History	HI 250 or 251 (3)
World History	HI 242 (3)

## College Level Examination Program (CLEP)

The College Level Examination Program of the College Board provides computer-mediated tests in certain subject areas that may be taken at designated testing centers. For locations of testing centers, visit <http://www.collegeboard.com/student/testing/clep/about.html>. GLCC follows the recommendation of the American Council on Education that a score of 50 on a CLEP test will earn credit for the corresponding course at the college (see list below). Other CLEP exams that do not correspond directly to a course at GLCC may count as three hours toward general electives. A grade of "P" will be given for the course, and it will not be calculated in the student's GPA. Credits earned through CLEP testing will be charged a processing fee of \$30.00 for each test recorded. CLEP credit already awarded by another institution will not be subject to the processing fee.

<u>CLEP Examination</u>	<u>Credit Awarded for</u>
American Literature	LI 141 or LI 242 (3)
Biology	BIO 150 (4)
Calculus	MA 200 (3)
Chemistry	CHE 180 (4)
College Algebra	MA 200 (3)
College Algebra—Trigonometry	MA 200 (3)
College Composition	EN 130 (3)
College Composition Modular	EN 130 (3)
College Mathematics	MA 200 (3)
Education Psychology, Intro to	ED 330 (3)
College Composition Modular	EN 130 (3)
History of the United States I	HI 250 (3)
History of the United States II	HI 251 (3)
Human Growth & Development	ED 220 (3)
Humanities	MU 100 (2)
Natural Sciences	Gen Ed. Sci. Req. (4)
Psychology, Introductory	PY 150 (3)
Social Sciences and History	SO 270 (3)
Sociology, Introductory	SO 270 (3)
Statistics	MA 250 (3)
Trigonometry	MA 200 (3)
Western Civilization I	HI 140 (3)
Western Civilization II	HI 141 (3)

# Credit for Prior Learning

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Great Lakes Christian College acknowledges that collegiate-level learning can occur outside the confines of a higher education institution. To both identify and document this learning for collegiate credit, the Credit for Prior Learning policy has been established. Students are limited to a total of 30 semester hours, the equivalent of one full year of credit.

## Definitions and Descriptions

GLCC acknowledges three forms of credit for prior learning that are eligible for the granting of collegiate credit.

1. *Formal academic testing* (e.g., a score of 50 on the CLEP tests) can be taken to waive a requirement. Official documentation of the test score(s) should be submitted to the Office of Admissions or the Registrar's Office. See the GLCC Catalog for further information.
2. *Non-collegiate training/teaching* (e.g., seminars offered through businesses, institutes, military, etc.) may be considered for credit. These credits will be assessed along three dimensions:
  - a. Number of contact hours, with a minimum of 45 contact hours for each credit granted,
  - b. The level of instruction, demonstrated by syllabi, homework, etc., and
  - c. The academic credentials of the instructor.

We will also accept courses evaluated by the American Council on Education (ACE). The intention to earn CPL from non-collegiate training/teaching and any documentation of the course as described above should be shared with the Registrar as soon as possible.

3. *Credit for experiential learning* (CEL), which grants collegiate credit for documenting the experience gained through a career, volunteer work, or any other experience directly related to the student's field of service. CEL must be documented in accordance with the Guidelines of the Council for Advancement of Experiential Learning (CAEL), fashioned after the Kolb model of experiential learning. The student may see the Registrar for any questions regarding the documentation process.

Limitations of CEL are as follows:

- a. Credits earned by CEL are limited to nine,
- b. The experience documented must directly relate to the student's area of study, and
- c. Credits earned apply only to general electives or to major electives within the student's program.

## Transfer of CPL

CPL credits earned from other academic institutions may be accepted at GLCC. The credit earned from CPL elsewhere should appear on an official transcript and will be transferred in accordance with the limitations and guidelines stated above, which may include submission of additional materials.

## Procedure for Acquiring Credit for Experiential Learning (CEL)

The student seeking CEL must be enrolled at GLCC. The student should meet with his or her academic advisor within the first semester of enrollment to declare a program of study and intent to pursue CEL. With advisor and Academic Dean approval, students begin by enrolling in PLA 101, Portfolio Development for Prior Learning Assessment. This class will guide them through the process.

GLCC follows the CAEL (Center for Adult and Experiential Learning) standards for assessing learning:

- Credit or competencies are awarded only for evidence of learning, not for experience or time spent.
- Assessment is based on criteria for outcomes that are clearly articulated and shared among constituencies.
- The determination of credit awards and competence levels are made by subject matter and credentialing experts.
- Institutions proactively provide guidance and support for learners' full engagement in the assessment process.
- All practitioners involved in the assessment process pursue and receive adequate training and continuing professional development for the functions they perform.
- Fees charged for assessment are based on services performed in the process rather than the credit awarded.
  - CEL through portfolio is limited to subject areas offered in the College catalog.
  - CEL credits approved by GLCC may not be transferred to other colleges.
  - CEL will show as transfer credit and will not count toward residency requirements or as credits taken at GLCC.

## Credit Hour Definition (Federal)

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A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement, an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks in one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph one of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours.

# Deliberation Procedures, Faculty

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The following procedure will be generally followed regarding the establishment of policy or decisions directly affecting the academic operations of GLCC:

## **Agenda**

Whenever practical, an agenda will be distributed to the faculty in advance of the regularly scheduled faculty meeting. It will contain discussion items as well as provide information necessary for informed deliberation and decision making.

## **Meeting**

Deliberations and decisions should be conducted in the context of a regularly scheduled or specially called faculty meeting. This is required to limit the potential for misinformation and miscommunication.

## **Deliberation Toward Consensus**

The faculty will engage in dialogue hoping to reach a consensus, meaning a decision that is acceptable to all parties involved.

## **Faculty Vote**

If a consensus cannot be reached through faculty dialogue, the faculty will take a vote to assess the majority opinion.

## **Vice President of Academic Affairs Decision**

Based on faculty consensus or majority opinion, the VPAA, in conjunction with other relevant parties, will formalize the decision in the form of a policy.\*

## **Faculty Follow-Up**

The policy document will be distributed to the faculty for review. Alterations can be made and the policy document redistributed.

*\*Decisions made unilaterally by the VPAA must have presidential approval.*

# Doctrinal Statement

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*[This Doctrinal Statement serves to declare the doctrinal position of Great Lakes Christian College and is not intended to be used as a creed for determining anyone's spiritual status.]*

1. We believe in the full and final inspiration of the Bible to the extent that it is the infallible Word of God and the all-sufficient rule of life, and, therefore, serves as our guide in all matters of faith and doctrine.
2. We believe the world was created by God, and that He breathed the breath of life into man.
3. We believe Jesus is the Son of God, fully God and fully man, that He was born of a virgin, died as a sacrifice for our sins, bodily rose from the dead, and is now at the right hand of God the Father.
4. We believe Jesus Christ is the only way to God and that all who believe Jesus is the Son of God are commanded to repent of their sins, confess Jesus as Lord, and be baptized into Him for the forgiveness of sins and to receive the gift of the indwelling presence of the Holy Spirit.
5. We believe that the Lord's Supper represents the body and blood of Jesus Christ and that Christians portray His death for our sins as they partake. We also believe the church celebrates the resurrection of Christ as it participates in the Lord's Supper each first day of the week, the day on which He arose.
6. We believe individual Christians are members of the body of Christ and, therefore, unite with all other individuals who belong to that body. We further believe that individual believers as well as the body of believers must seek to be Christ-like both in character and in deeds. We also believe it is the responsibility of Christians to witness for the Lord Jesus Christ, seeking to lead people outside the body of Christ into a saving relationship with God through His only begotten son, Jesus.
7. We believe Jesus will return to take all believers to be with Him for eternity and to judge all who do not obey the gospel of the Lord Jesus Christ.
8. We believe Jesus Christ is the sole head of the church which is His body, and therefore, the church must submit to the authority of Jesus as expressed through the Word of God.

# Faculty Development Program

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## **Purpose of Faculty Development**

The faculty development program at GLCC is designed to facilitate the following:

1. Effective classroom performance as an instructor
2. Professional growth as a scholar within a discipline
3. Fellowship within the community of faith and academic community, both at GLCC and within higher education
4. Faith-learning integration among faculty
5. Improvement in areas identified in the assessment process

## **Faculty Development Meeting**

At least one faculty meeting each year is devoted solely to faculty development and may include guest speakers, focused dialogue concerning an issue, prescribed reading, or presentation of faculty papers for exchange and critique.

## **Developmental Funds**

Each full-time faculty member receives \$750.00 for faculty development purposes.

These funds may be used for membership fees in professional associations, subscriptions to scholarly journals, purchase of texts, expenses at professional conferences, continuing education, etc.

## **Faculty Evaluations**

Faculty evaluations are conducted periodically using divergent data gathering instruments. They consist of the following:

1. Self-Evaluations (Instruction and Professional)
2. Student Evaluations (Course Evaluations, Student Interviews)
3. Peer Evaluations (conducted by Faculty and Vice President of Academic Affairs)
4. Intensive (conducted by the Vice President of Academic Affairs)

*(See Evaluation, Faculty)*

## **Annual Faculty Planning Meeting**

In August the faculty, along with the VPAA, will conduct an extended faculty meeting. The purpose of the meeting is to orient the faculty to any procedural changes made over the last year, orient them to the new academic year, provide an opportunity for fellowship following the summer recess, and address any pertinent issues.

## **Scholarly Meetings**

Faculty are encouraged and given time to attend intercollegiate and scholarly meetings, such as the International Conference on Missions, Stone-Campbell Journal Meeting, North American Professors of Christian Education Annual Conference, and the American Academy of Religion/Society of Biblical Literature Annual Meeting.

## **Sabbatical Program**

The education received at GLCC cannot exceed the quality of its faculty members. To ensure the continued intellectual, educational, and professional development of the faculty, GLCC provides not only funds, resources, and developmental faculty meetings, but also a sabbatical program. This program is designed to provide an extended period equivalent to one full semester wherein the faculty member is released from his or her teaching and administrative duties for the purpose of professional development. Faculty are expected to produce a piece of work that displays the fruit of this sabbatical, such as a publication or formal program pertaining to their field of study. In so doing, we not only ensure the professional development of the faculty but the long-term development of the educational program and academic excellence at GLCC.

*(See Sabbatical Program for more details)*



# Faculty Evaluation Policy

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## Philosophy of Faculty Evaluation

Faculty evaluations are a time during which students and peers spend time reflecting, sharing, and providing suggestions to one another as they endeavor to fulfill their academic vocation. Faculty evaluations are an essential aspect of maintaining and advancing instructional, professional, and institutional effectiveness. Assessment is not a judgment but an opportunity to share insights from students, peers, the VPAA, and even oneself on the function and role of an instructor. To be effective, assessment should be multidimensional (assessing different aspects of faculty life) and multi-leveled (basic to intensive evaluation). In short, evaluation is an integral part of the GLCC faculty experience.

## Forms and Schedule of Evaluations

Evaluations are conducted annually, but not *every form* of evaluation is conducted annually for each instructor. The schedule of evaluations is based on whether the instructor is an adjunct, new, or established faculty member. The following information details the forms of evaluation (Self, Student, Peer, and VPAA) and the frequency at which they occur. See the “Faculty Evaluation Schedule” located at the close of this policy. Academic Administrators are subject to the same standards as an established faculty member, with an individual or committee providing the evaluation.

## Self-Evaluations

During the final month of an instructor’s first time teaching and every two years after that, each instructor will perform a self-evaluation. They are for personal benefit to assess one’s own performance as a teacher and they also aid in institutional assessment. The “Faculty Self-Evaluation” and “Faculty Professional Data Update” forms are located at the end of this handbook and should be used to provide personal reflection on one’s professional development. These forms should be E-mailed to the Vice President of Academic Affair by May 1. The VPAA may schedule an interview to discuss these self-evaluations and offer insight and encouragement.

## Student Course Evaluations

Students complete these for all faculty members every semester in every course. Any single item below a 3.0 or an overall ranking below a 4.0 receives a response from the VPAA. The “Course Evaluation” form is located at the back of this Handbook.

## Peer Evaluations

During an instructor's first time teaching and every two years after that, each instructor will have an experienced faculty member attend a class session and review the course syllabus to provide constructive feedback. Using the "Peer Evaluation Form" (PEF) in the back of this handbook, the faculty observer records his or her impressions of the instructor. A copy of the completed PEF form is then given to the instructor and VPAA. The observer and instructor then meet to discuss the evaluation.

## Intensive Evaluations

An intensive periodic review of instructional materials and professional development endeavors is essential to maintain the integrity and effectiveness of the institution. Such an evaluation occurs once every four years. The VPAA may review an instructor's course materials (including course notes, handouts and visuals, bibliography, syllabi, and professional development plans), previous student and peer evaluations, and professional development records. A written evaluation will be given to the instructor which includes suggestions (action items that do not require immediate attention) and recommendations (action items that do require immediate attention). A meeting will then be held between the VPAA and the instructor to discuss the list of suggestions and recommendations.

## Criteria for the Intensive Evaluation

### Instructional Materials

#### Course Notes

1. Current, obvious updating of the materials
2. Organized, coherent presentation of material

#### Handouts & Visuals (such as PowerPoint)

1. Attractive appearance, legible, and clear
2. Informative, part of the instructional purpose
3. Current and accurate in content

#### Bibliography

1. Consistent with form and style
2. Current use of contemporary scholars and materials
3. Current and accurate in content

#### Syllabi

1. Does it comply with the "Syllabi Content" guidelines in the Faculty Handbook?
2. Does it accurately reflect academic policy, e.g., attendance, grade scale, etc.?

### Review of Evaluations

1. Any item on an evaluation instrument consistently below accepted levels
2. Any overall rating that is consistently below accepted levels
3. Consistent comments regarding the quality of a course or the instructor

### Review of Faculty Development

1. Diversity in the use of faculty development funds.
2. Use of the available funds.
3. Is a lack of Professional Development indicated on the Professional Data Update?

## **Response to Evaluations**

The materials from these evaluation methods will be provided to the VPAA who may respond in two possible ways to items of concern:

1. A memo may be sent to the instructor informing him or her of the concern; or
2. A special meeting of the faculty member and the VPAA may be called in the event of a serious concern or a concern requiring immediate or special attention. Written records of these two possible responses by the VPAA will be kept and a copy placed in the faculty member's personnel file.

## **Faculty Feedback Procedures**

If assessment instruments reflect a faculty member's performance to be less than expected (as described in the aforementioned criteria) the VPAA will intervene accordingly. Formal stages of intervention are as follows:

1. After the first assessment noting items of concern:  
A memo will be sent noting items of concern and offering voluntary assistance to the faculty member.
2. After the second assessment noting items of concern:  
A memo will be sent noting items of concern and requiring a meeting between the faculty member and the VPAA. The meeting will be for the purpose of hearing the faculty member's plan to improve his or her performance and address the items of concern.
3. After the third assessment noting items of concern:  
The VPAA will intervene directly by performing an intensive evaluation and assigning a mentor to the faculty to aid in improving instruction.
4. After the fourth evaluation:
  - a. If it concerns the same class, the faculty member is removed from the class and is reassigned to another.
  - b. If it concerns the overall performance of the faculty member (e.g., three or more classes), the faculty member's contract may not be renewed.

Note: No single assessment instrument can warrant Stage 4 intervention.

## **Evaluation of the Vice President of Academic Affairs**

Every other year, all faculty, support staff, and administrators will be given the opportunity to evaluate the VPAA using the "Vice President of Academic Affairs Evaluation Form" at the back of this handbook. This form should be submitted anonymously to the Special Assistant to the VPAA who, after collecting them all, will submit them to the VPAA. The VPAA will carefully consider the feedback and discuss plan for improvement with the President and, where appropriate, the faculty.

# Faculty Evaluation Schedule



	<b>First Time Instructors</b>	<b>Adjuncts</b>	<b>Full &amp; Part Time</b>
<b>Student Course Evaluations</b>	1st Semester ~	Every Semester	Every Semester
<b>Peer Course Evaluations</b>	1st Semester ~	Odd Years ~	Even Years*
<b>Syllabi Reviews</b>	1st Semester ~	Odd Years ~	Even Years*
<b>Self-Evaluations</b>	1st Semester ~	Even Years ~	Odd Years*
<b>VPAA Evaluations</b>		Even Every 4 Years ~	Odd Every 4 Years*
<b>Evaluation of VPAA</b>		Odd Years*	Odd Years*

## Key

\* These evaluations usually take place in the Spring

~ These evaluations take place during whatever semester the adjunct is teaching

“Odd Years” refers to academic years where the fall semester is an odd numbered year (e.g., 2023-24)

“Even Years” refers to academic years where the fall semester is an even numbered year (e.g., 2024-25)

# Field Trips / Extracurricular Activities

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Faculty members should do their best to schedule sponsored events at times that do not conflict with other courses, e.g., requiring a student to miss another instructor's course while attending a field trip.

If a sponsored event is to be part of the course requirements, the faculty member must offer students reasonable alternative assignments if a student is unable to attend the sponsored event.

The student assumes the responsibility of contacting the faculty member whose class he or she missed while on the sponsored event.

Faculty members should, out of academic courtesy, inform the faculty of any sponsored events that may interrupt regular class schedules.

Prior to planning and announcing a sponsored event, the Vice President of Academic Affairs should be consulted.

Vehicle requests and calendar concerns are to be made by E-mailing the Director of Operations. Those wishing to drive a school vehicle must complete the Driver Qualifications Form at the end of this handbook and provide the school with a current copy of their driver's license. ***Vehicle requests must be submitted at least two weeks in advance.***

Faculty members planning to schedule an event for students should include a description of the field trip, agenda, and cost of the event in either the syllabus or a class handout.

# Grades



Each student's cumulative grade point average (GPA) will be computed at the end of each semester. A report of the student's grades, permanent record of the student's courses, credits, and grades can be found in Sonis. While the College only records grades on a 4.0 scale, the following equivalencies are often used:

Grade	Grade Point	Numerical Value	Description
A	4.0	97 – 100	Excellent
A-	3.7	93 – 96	
B+	3.3	89 – 92	
B	3.0	85 – 88	Good
B-	2.7	81 – 84	
C+	2.3	77 – 80	
C	2.0	73 – 76	Average
C-	1.7	69 – 72	
D+	1.3	65 – 68	
D	1.0	61 – 64	Poor
F	0.0	60 and below	Failing
W = Withdrew	IN = Incomplete	DF = Deferred	AU = Audit

## Incomplete

When a student is unable to complete the required work for a course by the last day of the semester because of some unavoidable circumstance (such as serious illness or death in the family), the student may request a 30-day extension to complete the work.

## Deferred

When a student is unable to complete the required work for an independent study, special study, research, or an internship during the registered semester, the student may request a maximum 90-day extension to complete the work.

## Receiving Either an IN or DF

A student must complete the following process:

1. Obtain the appropriate form from the Registrar's Office,
2. Have it signed by the instructor,
3. Pay the \$30.00 fee to the Business Office, and
4. Return the form to the Registrar's Office prior to the beginning of final exams.

The student then has the allowable days to complete the work. At the end of the allowable time, the instructor is required to submit the grade as it stands at that time to the Registrar's Office. If no grade is submitted, the Registrar will assign a 0.0 for the course.

# Graduation

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Full-time faculty are expected to participate in graduation activities (i.e., senior banquet and commencement). Adjunct and part-time faculty are invited to attend these events but are not required.

All who participate in graduation exercises must wear academic regalia.

Faculty processional and seating arrangements will be provided as the date approaches.

## **Student Eligibility**

Students intending to graduate from GLCC with either an Associate or Bachelor degree must meet the following requirements:

1. Attain a minimum 2.0 GPA upon graduation
2. Successfully complete a minimum of 62 semester hours for AA or 123 semester hours for a BS
3. Successfully complete the courses required in the General Education Requirements, a Bible & Theology Major or Minor, and one of the following two options:
  - a. An additional major (see relevant requirements under “Additional Majors”), or
  - b. A minor (see relevant requirements under “Minors”)
4. Satisfactorily fulfill the outreach ministries requirement
5. Satisfactorily fulfill the chapel requirement
6. Take required exit evaluations

## **Transfer of Credit and Graduation**

For transfer students, a minimum of 30 semester hours for the BS or 15 semester hours for the AA (25%) must be taken from GLCC to graduate.

At least half of the required hours for a major or minor must be completed at GLCC.

## **Exit Examinations and Graduation**

To participate in Commencement, seniors must complete exit surveys, but surveys do not affect grades or class standing.

## **Graduation Dates**

GLCC holds Commencement ceremonies in May of each year. For students who complete their graduation requirements after the date of Commencement, the College can provide a diploma with a date of August 31 or December 31. Those students will be encouraged to participate in Commencement the following May. Students who have not fully completed all their graduation requirements will not be permitted to participate in Commencement.

## Grievance Policy (Faculty / Student)

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The first step in the grievance procedure is communication between the student and the faculty member. If a student and faculty member cannot reach a resolution on their own, the Vice President of Academic Affairs will arbitrate the dispute between the parties. This process begins with the submission of a written explanation of the grievance to the VPAA. The VPAA will personally talk with the faculty member and the student. If the student-faculty grievance directly involves the VPAA, a committee of no less than two faculty members will be appointed to serve as a grievance committee. The decision of VPAA (or the faculty grievance committee) on academic matters is final. Non-academic matters may be appealed to the President of the College.

## Grievance Policy (Faculty / Administrator)

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Faculty and administrators regard each other as brothers and sisters in Christ. Therefore, any dispute should be resolved in a manner that conforms to biblical principle and in a tone that honors our Lord Jesus Christ. The first step in a formal grievance procedure is communication between the faculty member and the administrator. If the faculty member and the administrator cannot reach a resolution on their own, the President of the College will arbitrate the dispute between the parties. If the dispute directly involves the President, written appeal may be made to the Board of Trustees.



# Hiring Procedure, Full-Time Faculty

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Since colleges are academic communities, the community needs to serve as consultants in the admission of new members. The purpose of this procedure is to ensure the input and involvement of the faculty in the selection process of additional faculty members at GLCC. It outlines the process used by the Vice President of Academic Affairs in the selection and calling of new full-time faculty members, which leads to the recommendation of the individual to the President and Trustees.

## General Criteria for All Full-time Faculty

1. Minimum of a master's degree in the primary teaching field (or closely related field) from an accredited institution of higher education
2. Candidates with an earned doctorate in the field from an accredited institution of higher education is strong preference
3. Minimum of 18 semester hours at the graduate level in the field for any courses to be taught
4. Evidence of good moral character
5. Evidence of a strong and growing Christian commitment
6. Sympathy with the mission and doctrinal statement of the College
7. Membership in a Christian Church/Church of Christ if teaching Bible, theology, or ministry. Otherwise, committed membership of a church.
8. Practical experience in local church or para-church ministry position(s) is a strong preference, if relevant to the field
9. Active involvement in the local church
10. Evidence of the ability to serve as a mentor, teacher, and scholar on behalf of college students

## Procedure

1. Form a search team consisting of the Vice President of Academic Affairs, the appropriate department chairperson, and any other faculty or administrator deemed relevant by the VPAA to serve as consultants to the President.
2. Create a profile that outlines general requirements for the position (personal, academic, professional, and spiritual)
3. Review of profile by faculty members in a similar field of study
4. Review of profile by faculty as a whole when relevant and amended accordingly
5. Publicize available position and generate contact lists (e.g., College/seminary faculty and deans)
6. Collect resumes (initial weeding can occur based on the profile)
7. Prioritize candidate list and contact references (those given and alternative)
8. Complete video interviews with a selected candidate (VPAA and chairperson of curricular division or department chairperson)

10. Perform campus interviews:

- President, Vice President of Academic Affairs, and Chairperson
- Faculty presentation and interview

Possible activities while on campus:

- Candidate teaches a class
- Candidate makes a scholarly presentation to the faculty
- Candidate participates in a luncheon discussion meeting with students and another faculty member

11. The candidate is presented to the faculty by the search team for consideration of a recommendation for appointment. A faculty vote on the recommendation for appointment is taken.

12. The recommended candidate is then presented to the President for his consideration. If approved by the President, the candidate is then presented to the Board of Trustees to determine appointment.

## Homeschooled Applicants and Students

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Admissions requirements for applicants who have been homeschooled are the same as those for other applicants. They must submit a transcript of their high school courses that have been completed or are in progress. The transcript should include a course description, the grade received, and the signature of the person who prepared it. If the applicant does not already have a transcript, the Registrar can provide a form that can be used for this purpose. Also, applicants must submit their scores on the ACT or SAT to GLCC.

To be eligible for federal student aid, a homeschooled student must have a secondary school completion credential for home schools as provided under state law. If the state does not require this credential, then the student must have completed a secondary school education in a homeschooled setting that qualifies as an exemption from the compulsory attendance requirements under state law.

# Honors



To encourage academic excellence, the College recognizes scholastic achievement in the following ways:

## Dean's List

At the end of each semester a list of the full-time students (12 or more semester credits) who have a GPA of 3.5 or above will be posted, printed in *The Key*, and a letter sent to them by the Vice President of Academic Affairs.

## Sigma Delta Delta (ΣΔΔ)

The purpose of Sigma Delta Delta, the honor society of GLCC, is to encourage and honor academic excellence in those pursuing a life in ministry.

Persons eligible for membership are seniors graduating with honors from GLCC. Election to membership is upon the recommendation of the faculty and approval of the Board of Trustees.

## Graduation Honors

Students who have achieved academic excellence will be given the following honors upon receiving the BRE or BS degree, based on their cumulative grade point average (CGA):

3.30	_____	<i>cum laude</i>
3.50	_____	<i>magna cum laude</i>
3.80	_____	<i>summa cum laude</i>

Each graduating class of BRE and BS students will have a valedictorian and salutatorian, provided the students with the highest GPA's have achieved at least *cum laude* status.

Transfer students must complete a minimum of 60 semester hours at GLCC to be considered for valedictorian or salutatorian.

## Honors Chapel

Faculty are expected to participate in Honors Chapel wearing full academic regalia.

Honors Chapel is held during one of the last chapel sessions of the academic year. Special recognition is given for achievement in scholastic and athletic activity.

The following honors have been given in the past:

Academic Award	Early Childhood Education Award	Preaching Award
Alumni Scholarship Award	Family Life Education Award	Psychology & Counseling Award
Biblical Studies Award	History Award	Scholar Athlete Award
Choir Award	International Student Award	Sigma Delta Delta Honor Society
Christian Ministry Award	Interpersonal & Organizational	Stone-Campbell Journal Award
Dean's List	Communication Award	TESOL Award
<i>Diakonos</i> Awards	Outreach Ministries Award	Theology Award
Drachma Award	Outstanding Music Student	

Individual faculty members nominate students for these honors, usually but not always graduating seniors. Nominees are ratified by the whole faculty in a regular faculty meeting. Nominations and ratification are usually done in the first faculty meeting in April.

# Independent Studies

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Independent studies are designed for junior or senior students to provide an opportunity to take a required class that they are unable to take due to scheduling conflicts created by the College. On rare occasions an exceptional student with a particular interest in a subject may be permitted to take an independent study if the supervising faculty member has room in his or her schedule.

To take an Independent Study a student and his or her advisor should complete an "Independent Study Request" at least one week prior to the beginning of the semester. This form is available online at <https://www.glcc.edu/academics/registrar-office/>. The completed form must be returned to the Registrar for approval by the Vice President of Academic Affairs and so the Business Office may be notified.

Fees for independent studies are publicized by the Business Office. Supervision of independent studies is voluntary and faculty members are compensated at \$100.00 per credit hour if the faculty member's teaching load exceeds 30 hours in an academic year.

Typically, part-time, or adjunct faculty are not permitted to provide non-classroom instruction.

# Internship Enrollment

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(Please refer to the Internship Guidelines and/or Fieldwork Guidelines for more details.)

Students must enroll for an internship the semester during which the academic requirements are submitted to the internship coordinator. Faculty advisors must have each student who has registered for an internship meet with the internship coordinator for approval. In addition, the student must apply and receive an approval letter from the internship coordinator before beginning their internship.

Students may apply for a postponement of grade up to 60 days on their internship academic requirements following completion of the fieldwork.

Hence, students will **not be permitted** to enroll for an internship *following* the completion of the internship's field or academic requirements.

Students who have extensive experience in ministry may petition to have the internship requirement waived. The internship director and the student's adviser will decide whether a waiver will be granted. In such a case, the student must take the same number of hours in professional studies courses to replace any required internship hours.

# Library Privileges and Duties

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The library is an essential part of the instructional program of the College and its use should be encouraged by every faculty member. To this end, each instructor should be familiar with the material relating to his or her field and be aware of new books and materials as they arrive and are made ready for use.

Each faculty member should keep up with new publications in his or her field and give notice to the librarian of books that are most needed in that field.

Faculty may check books out of the library for a year at a time. Concern should be given to the needs of students for course work and research.

# Major – Minor Declaration

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All students studying for a BS degree must select a major and/or a minor. The “Declaration of Degree and Major/Minor” form may be completed online at <https://www.glcc.edu/academics/registrar-office/>.

It is to the student’s advantage to declare a degree major and/or minor as early as possible.

Faculty members should advise students to resubmit a new form if the student changes majors.

# Meetings, Faculty

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Regular faculty meetings are held at a time designated by the Vice President of Academic Affairs, usually the first and third Wednesdays of each month during the school year. All full-time faculty members are expected to be present. They should request approval from the VPAA if they need to be absent.

Special faculty meetings may be called as needed.

Part-time faculty and adjunct faculty do not normally attend faculty meetings but may be invited by the VPAA or President to attend.

# Mid-Semester Feedback and Grades

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## Mid-Semester Feedback

Every few weeks, the Academic Dean will request information from all instructors regarding students who are underperforming in the following ways:

1. Low GPA (below 2.0)
2. Excessive absences
3. Frequent tardies
4. Missing assignments

This information is brought before the Student Retention Committee alongside other factors relevant to student success. When requested, the Faculty are required to provide that information on a timely basis.

## Mid-Semester Grades

By the middle of the eighth week of the semester, instructors are required to post midterm grades in Sonis for each student. These grades should reflect the grade that students are on track to receive based on their performance to date.

This grade is especially helpful for students who are at risk for receiving a grade below 2.0, which could impact financial aid and eligibility to play sports and serve in student leadership capacities.

# Military Leave Policy

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Students who are called up for active military duty during the semester will have three options for receiving academic credit and refunds. First, students may choose to receive a WI ("withdrew before deadline") for the course. Second, if a student is called up near the end of the semester, he or she can request an "incomplete" for a course and complete the requirements at a later time. This option is subject to the approval of the instructor. Third, students may receive partial credit for the course. For example, a student who has completed five weeks of a course may receive one hour of credit for a three-hour course. The remaining portion of the course could be completed at a later time either through independent study or by participating in the remaining portion of the course. The amount of credit awarded will be determined by the Vice President of Academic Affairs.

With the first option, students may receive a full refund of tuition and a pro-rated refund of room and board. With the second option, students will receive only a pro-rated refund of room and board. With the third option, students can receive a pro-rated refund of room and board and a refund of the tuition for that portion of the course for which no credit is awarded. With any option, they can also choose to leave the funds on their account if they plan to return to the College.

# Mission Statement of Great Lakes Christian College

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Great Lakes Christian College, an institution of higher education affiliated with Christian Churches/Churches of Christ, seeks to glorify God by preparing students to be servant-leaders in the church and world.



Jesus was once asked what the greatest commandment was. He responded by quoting the Shema, “Love the Lord your God with all of your heart, and with all of your soul, and with all of your mind” (Matthew 22:37). His greatest commandment is our greatest obligation. For the faculty of Great Lakes Christian College this commandment is one helpful way of summing up our goals for education. Loving God is not something confined to the “religious sphere” of life as if there were any sphere of life that is not religious for the Christian. Loving God is something we do with all that he has given us in his incredible grace.

## **Loving the Lord with all your heart**

The heart is the seat of the emotions and the internal life of human beings. Intellectual understanding of the things of God without a commitment of the heart leads to a sterile and lifeless faith, if it leads to an enduring faith at all. Knowledge of God’s world and of human cultures and social interactions without such a commitment leads to intellectual arrogance and the lack of a satisfying center for life. It is important that we as faculty model a deep and heart-felt love of God which permeates everything that we do as professors.

## **Loving the Lord with all your soul (life)**

The Biblical notion of “soul” is not the immaterial part of human beings but a way to describe the life that God has given us. What we do in our day-to-day lives must be consistent with what we believe and with the intellectual conclusions and convictions at which we arrive. It is important that we model for our students’ lives that are wholly devoted to Him.

## **Loving the Lord with all your mind**

Loving God with our minds requires us to integrate the knowledge that we have from many different fields into our Christian worldview. To think like a Christian, one needs to know how to think and how to communicate such thinking with others. We must teach our students to understand the process of how conclusions flow from fundamental assumptions about the world by modeling that process in the integration of our faith with our knowledge. Our students must learn to distinguish between what Scripture says (which is normative) and the conclusions and applications which we draw from scripture (which are subject to revision). The “discipleship of the mind” involves the ability to think self-critically and requires that we educate the whole person rather than just train students to perform specific tasks, no matter how “spiritual” those tasks may be. Our goal must be to produce students who have a well-rounded understanding of the world and our place within it. This includes knowledge of the physical world around us, knowledge of the history and literature and art and music of our culture and other cultures, an appreciation of students’ own personalities and the personalities of others, knowledge of how people interact in societies and other social groupings, and understanding of how humankind has addressed the great questions of life and the meaning of human existence. We are called upon to model “discipleship of the mind” by displaying it ourselves, teaching it to our students, encouraging it in our students, and expecting it of them.

## **Loving God and the Curriculum**

But how is this philosophy incarnated in our curriculum? Spiritual development is fostered in many ways at GLCC. Our chapel services and the work of campus ministry team members along with outreach ministry requirements help develop a love for God and people in need.

In terms of courses, in the freshman year the Christian Faith course is specifically designed to address each student’s relationship with God through Jesus Christ. Learning of the teaching and ministry of Jesus inspires devotion to him. Discussion of Christian faith in light of some classic and more contemporary devotional literature prompts self-examination and honest reflection. In the junior year, the theology of the church and its mission are examined in a course called Scripture & Christian Living. Students are challenged to view their service to God in corporate terms, not just individually.

A series of courses give a detailed survey of each book of the Bible. Old Testament 1 and 2 give detailed consideration of each book of the Old Testament. In Old Testament 2, the key theological ideas of the entire Old Testament are considered. Likewise, the New Testament is addressed in New Testament 1 and 2 and Acts Seminar. In addition to being, perhaps, the most important piece of literature for understanding Western culture, the Bible challenges our students to personal spiritual growth. In the sophomore, junior, and senior years, students take a theology course with a different emphasis. First they develop a deep appreciation to the centrality of Christ to Christian faith and life in Jesus of Nazareth. Then they focus on the church's nature and mission and their place with God's story of salvation in Scripture & Christian Living. Finally they discuss how key theological themes are discerned throughout the entirety of Scripture in Biblical Theology. These courses build on the knowledge of the Bible gained in the Old and New Testament courses, the discussions of philosophical arguments about the existence of God in our Introduction to Philosophy course, and the knowledge of the past gained in the Western Civilization and Literature sequences. Spiritual formation is capped off in Senior Seminar where students address their own spiritual growth in light of an intensive program in Bible and theology and a clearer sense of their own career goals.

The general education requirements also foster spiritual formation in a less direct fashion. They are designed to enable students to develop the skills and knowledge base that are foundational to the rest of their education. The Civilization and Literature sequences are designed to enable students to understand the development of contemporary culture in terms of the historical events and great books of the world. Students learn the historical context in the civilization courses and then discuss some great work from that historical context in the literature courses. The great ideas, events, and concepts that humankind has debated through the centuries are thoughtfully considered from a Christocentric worldview.

Our communications courses (Critical Research and Speech Fundamentals) equip our students with the necessary skills needed to communicate their thoughts effectively to others. In the Composition and Grammar sequence, a series of writing assignments culminates in a major research paper. The research and writing skills acquired are used in Bible and theology elective classes (which typically require research papers), and in upper-level classes in history and English. Senior Seminar requires the writing of a mini-thesis and a presentation of the thesis. Thus, oral communication and writing are reinforced throughout the curriculum.

Our science offerings introduce our students to scientific reasoning and the marvelous complexity of the material world which God has created. Mathematics undergirds science courses and equips our students for a world in which mathematical reasoning is of crucial importance. Introduction to Psychology is usually taken in the freshman year and is designed to foster self-awareness and understanding of human thought and behavior. Social Science offerings are designed to enable our students to understand the world of social activity in a more analytical and culturally appreciative way.



# Policy on Sex, Sexuality, and Gender Identity



## **Affirming the dignity of every person and response as a Christian community**

Great Lakes Christian College affirms the full humanity and dignity of every human being, regardless of his or her sexual orientation or gender identity. Among the sins that the Bible clearly condemns are sexual immorality and homosexual behavior (1 Corinthians 6:9-11). We recognize that there are individuals within our community who experience same-sex attraction, and/or confusion about gender. They are loved and valued, and we condemn any malice directed toward them.

As an institution of higher education, we encourage the vigorous pursuit of truth. As a Christian institution, we believe the Bible, as illuminated by the Holy Spirit, is true and reliable. We recognize that there are Christians inside and outside our community who have different interpretations of Scripture. The Great Lakes Christian College statement concerning sexuality is in line with the teachings of the Christian Churches/Churches of Christ. Regardless of one's perspective or tradition, we encourage all our community members to engage this issue with civility and respect.

## **Great Lakes Christian College's position, as communicated in the Great Lakes Christian College Student Handbook**

We believe that human families were established by God to perpetuate humankind and to provide a stable community for nurturing children in faith and righteous living. Marriage between one man and one woman is the instruction of Scripture and sexual expression is to be confined to the marriage relationship.

## **The student community standard regarding sexual expression**

All students, regardless of age, residency, or status, are required to abstain from cohabitation, any involvement in premarital or extramarital sexual activity, or homosexual activity (including same-sex dating behaviors). This includes the promotion, advocacy, and defense of the aforementioned activities.

We recognize that this belief and instruction may conflict with the practice or vision of the larger culture, as Christian beliefs have been in other times and places. That said, we hold to the Biblical Christian position on this issue while being respectful of those who disagree with us. Students who violate our community standards regarding sexual expression will meet with the Student Conduct and Restoration Committee and be treated in a loving, redemptive manner throughout the accountability process.

Great Lakes Christian College understands gender to be a matter of primary, overt sexual characteristics at birth, other than in cases in which these characteristics are ambiguous. We intend to allow the Bible to guide us to reaffirm the birth gender of individuals (Matthew 19:4, Mark 10:6).

We acknowledge that there are persons who genuinely experience gender confusion. We regard such confusion as evidencing at least some degree of spiritual confusion warranting pastoral care, though not necessarily any greater spiritual need than presents itself in other forms among our student and employee populations. That said, the actions and behaviors that sometimes result from gender confusion can be disruptive and contrary to a community seeking to encourage persons in our care towards an understanding of personal identity and holiness rooted in the truth of Christ.

Therefore, since college is traditionally a time of personal exploration, growth, and change, we do not seek to exclude persons for whom sexual identity is an issue. However, we do reserve the right to terminate or deny enrollment of those whose influence upon our community is determined to be, in our judgment, contrary to the best interests of our students and commitments to our college and to our Lord. Therefore, Great Lakes Christian College will not support persistent or conspicuous examples of cross-dressing or other expressions or actions that are deliberately discordant with birth gender and will deal with such matters within the appropriate pastoral and accountability process.

Great Lakes Christian College reserves the right to examine situations on an individual basis, taking into consideration the unique characteristics of a given issue or person while upholding the teaching of the Christian Churches/Churches of Christ, Great Lakes Christian College's doctrinal statement of faith, and the community standards addressed in the faculty, employee, and student handbooks. The Great Lakes Christian College Board of Trustees has the final authority and responsibility for the interpretation of our doctrinal statement of faith, community standards, and of the Biblical principles that serve as their foundation.

# Publications and Papers

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Faculty members are encouraged to actively participate in scholarly research and writing.

Faculty members are encouraged to consult other faculty members as readers and Respondents for commentary and critique.

Faculty development funds may be used for the costs incurred for academic research or travel to scholarly meetings. Each year, the College provides three scholarships of \$300 for faculty members who present papers at *academic* meetings. Popular level Christian conventions and presentations to churches do not qualify for this award. The scholarships are awarded on a first-come, first-served basis. Faculty members who did not receive the award in the previous year will receive first consideration. Eligible faculty members should fill out the “Academic Meeting Scholarship Request” at the end of the Faculty Handbook and submit it to the Vice President of Academic Affairs.

# Release of Information Policy (FERPA)



The Family Education Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational record. They include:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.

Students should submit to the Vice President of Academic Affairs written requests to identify the record(s) they wish to inspect. The VPAA will make arrangements for access and notify the student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify it is inaccurate or misleading.

If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, faculty, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

The school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibilities.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Great Lakes Christian College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
600 Independence Avenue, SW  
Washington, D.C. 20202-4605

Directory information that will be released by the College without written consent of the student includes the student's name, GLCC address and telephone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, the most recent educational agency or institution attended by the student, and participation in officially recognized activities. Only the Registrar's Office should disseminate directory information. All inquiries for such information should be forwarded to the Registrar's Office. Students may see the registrar to request non-disclosure of directory information. This request must be made by the end of the add/drop period each semester.

# Revision of Curriculum

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Procedures for revision differ between “minor revisions,” “curriculum reviews” where the entire curriculum is evaluated, and new programs that involve the addition of new majors, minors, or degrees.

## Minor Revisions

1. Minor revisions may be suggested by faculty to the appropriate area chairperson who then presents the revisions to the Academic Advisory Committee with a personal recommendation.
2. When there is no area chairperson, minor revisions may also be suggested to the Vice President of Academic Affairs who then presents them to the Academic Advisory Committee with a personal recommendation. The VPAA or the area chairpersons may also suggest revisions to the Academic Advisory Committee.
3. Individual faculty members may request permission to suggest revisions directly to the Academic Advisory Committee.
4. The Academic Advisory Committee decides by majority vote on whether suggested revisions are recommended to full-time teaching faculty for their approval.
5. All curricular changes require a majority vote of full-time teaching faculty.

## Curriculum Reviews

1. Reviews of the entire curriculum should be conducted at least every five years.
2. The process is initiated by the VPAA in consultation with the President.
3. The Academic Advisory Committee gathers input from select alumni, churches, faculty, administration, trustees, and donors.
4. The Academic Advisory Committee sends a rough draft proposal to the faculty for comment.
5. Based on faculty feedback, a proposal is formulated. Proposed changes in each faculty member’s courses and programs are discussed with that faculty member.
6. A final proposal is sent to the full-time teaching faculty for adoption.
7. The VPAA leads in the implementation of the proposal and informing the trustees.

## New Programs

A similar process as delineated in a curriculum review is followed.

## Academic Advisory Committee

The Academic Advisory Committee is composed of the registrar, the VPAA, the Academic Dean, and a diverse selection of full-time faculty; membership is rotated among faculty every two to three years. The VPAA chooses the faculty representatives based on educational background, willingness to serve, and representation of a diverse viewpoint among faculty. It meets as needed throughout the academic year.

# Sabbatical Program

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## Definition and Purpose of the Faculty Sabbatical Program

The education received at GLCC cannot exceed the quality of its faculty members. To ensure the continued intellectual, educational, and professional development of the faculty, GLCC provides not only funds, resources, and development faculty meetings, but also a sabbatical program. This program is designed to provide an extended period equivalent to one full semester (wherein the faculty member is released from his or her teaching and administrative duties) for the purpose of professional development. In so doing, we not only ensure the professional development of the faculty but also the long-term development of the educational program and academic excellence at GLCC.

## Limitations and Delimitations

1. The Faculty Sabbatical Program is only for full-time, instructional faculty members.

Neither the Vice President of Academic Affairs, librarian, registrar, director of outreach ministries, nor anyone else holding faculty status but not directly involved in instruction are included without a special dispensation from the President.

2. The Faculty Sabbatical Program is for one semester only.

This must be taken in the regularly scheduled fall or spring semester (not simply an equivalent time period)

3. The Faculty Sabbatical Program releases a faculty member from regularly scheduled instructional and administrative work.

The faculty member may have to provide some routine service agreed upon in advance during the period of his or her sabbatical (e.g., early registration for the following semester)

4. The Faculty Sabbatical Program will only provide funds for the teaching of the *required courses* scheduled for that semester.

This would include required courses in General Education, Bible & Theology Major, and other majors. Other courses will simply not appear on the schedule.

During the year in which a sabbatical is taken, faculty members are encouraged to surrender their faculty development funds, or a portion thereof, to offset the cost of placing adjunct professors in their classes.

5. The Faculty Sabbatical Program provides for one sabbatical (one semester) at the close of seven years of full-time service.

Sabbaticals are not automatic (see later portion for process of application). Sabbaticals should be applied for by December 10 *preceding* the academic year in which the sabbatical will occur (e.g., If one wanted a sabbatical in the Spring 2019 semester, application should be made in December 2017. WHY? Since the 2018-2019 course schedule will be made by February 2018 the Vice President of Academic Affairs needs to know by December 2017.)

Sabbaticals cannot be taken early (e.g., taken in the fourth year of instruction with the promise of remaining at GLCC for the following three years, hence totaling seven years). Exception can be applied for in writing to the VPAA.

6. The Faculty Sabbatical Program can only be accessed by *one* faculty member in the same semester.

## Process of Application and Approval

1. The faculty member should request a sabbatical *in writing* to the Vice President of Academic Affairs.

The typed request letter should contain the following items:

- Purpose for the sabbatical, e.g., complete a dissertation, research and write a book, etc.
  - Indicate the semester in which the sabbatical will occur
  - Statement of outcomes delineating what is to be accomplished
  - Outline of your plan for fulfilling this task
  - Statements of benefits to you professionally
  - Statements of benefits to GLCC academically
2. Application is reviewed by the Vice President of Academic Affairs.
    - Returned, e.g., need clarification, additional information
    - Rejected, e.g., insufficient cause to grant a sabbatical
    - Submitted to the President
  3. Approval of the sabbatical is provided in writing from the Vice President of Academic Affairs.

Priority in case of multiple requests will be determined by seniority of full-time teaching years at GLCC.
  4. President and Administrative Council are informed of the impending sabbatical.

## Schedule Changes

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Students can add courses, drop courses, or change course status to audit before or during registration day without penalty or charge. To add or drop a course or make any other schedule change after registration day, the student must have the change approved by the instructor and complete the “Course Add/Drop” form at <https://www/glcc.edu/academics/registrar-office/>. No classes may be added, dropped, or changed to audit after the Add/Drop deadline. This date is published in the academic calendar for each semester. After that date, the policy on “Withdrawal” will apply, and students may forfeit any returnable fees.

During the first eight weeks of instruction, students who withdraw from a course will receive a W, which does not affect the student’s GPA. After the first eight weeks of instruction, the instructor will submit a grade. In either case, no credits will be earned. A W will not be calculated in the GPA. Students may not withdraw from classes after nine weeks of instruction have been completed. In cases of catastrophic illness or other exceptional circumstances, the student may petition the Vice President of Academic Affairs for special consideration.

# Sequence of Courses

## For Students Pursuing the Bible & Theology Major

The faculty has agreed that General Education requirements and Bible & Theology Major requirements should be taken in the following sequence. This table illustrates the ideal sequence for students in a four-year program. These courses will be scheduled so that courses on the same grade level will not conflict. Blanks spaces must be filled with electives and various courses required for the student's second major.

FRESHMAN					
Fall Semester			Spring Semester		
BT 100	3	Intro to Biblical Interpretation	CC 110	3	Speech Fundamentals
BT 110	3	Christian Faith	EN 131	3	Critical Research
EN 130	3	Composition & Grammar	LI 141	3	Literature 1
HI 140	3	Ancient Western Civilization	MUS 100	2	The Musical Experience
PY 150	3	Introduction to Psychology	OT 210	3	Old Testament 1
			SC 110	2	Biological Foundations of Nutrition
<b>Total Hrs.</b>	<b>15</b>		<b>Total Hrs.</b>	<b>16</b>	
SOPHOMORE					
Fall Semester			Spring Semester		
HI 242	3	Modern Western Civilization	OT 310	3	Prophetic Literature Seminar
LI 242	3	Literature 2	MA 250	3	Introduction to Statistics
NT 210	3	New Testament 1	NT 211	3	New Testament 2
OT 211	3	Old Testament 2	PH 210	3	Introduction to Philosophy
BT 210	3	Jesus of Nazareth	SC 130	4	General Biology and Lab
<b>Total Hrs.</b>	<b>15</b>		<b>Total Hrs.</b>	<b>16</b>	
JUNIOR					
Fall Semester			Spring Semester		
NT 315	3	Acts Seminar	BT 350	3	Scripture and Christian Living
		Bible & Theology Elective	SO 270	3	Sociology
<b>Total Hrs.</b>	<b>16</b>		<b>Total Hrs.</b>	<b>16</b>	
SENIOR					
Fall Semester			Spring Semester		
BT 451	3	Biblical Theology	GS 400	2	Senior Seminar
			HI 310	2	Restoration History
<b>Total Hrs.</b>	<b>15</b>		<b>Total Hrs.</b>	<b>14</b>	

### For Students Pursuing the Bible & Theology Minor

The faculty has agreed that General Education requirements and Bible & Theology Minor requirements should be taken in the following sequence. This table illustrates the ideal sequence for students in a four-year program. These courses will be scheduled so that courses on the same grade level will not conflict. Blanks spaces must be filled with electives and various courses required for the student's chosen major.

FRESHMAN					
Fall Semester			Spring Semester		
BT 100	3	Intro to Biblical Interpretation	CC 110	3	Speech Fundamentals
BT 110	3	Christian Faith	EN 131	3	Critical Research
EN 130	3	Composition & Grammar	LI 141	3	Literature 1
HI 140	3	Ancient Western Civilization	MUS 100	2	The Musical Experience
PY 150	3	Introduction to Psychology	OT 210	3	Old Testament 1
			SC 110	2	Biological Foundations of Nutrition
<b>Total Hrs.</b>	<b>15</b>		<b>Total Hrs.</b>	<b>16</b>	
SOPHOMORE					
Fall Semester			Spring Semester		
HI 242	3	Modern Western Civilization	MA 250	3	Introduction to Statistics
LI 242	3	Literature 2	NT 211	3	New Testament 2
NT 210	3	New Testament 1	PH 210	3	Introduction to Philosophy
OT 211	3	Old Testament 2	SC 130	4	General Biology and Lab
BT 210	3	Jesus of Nazareth	SO 270	3	Sociology
<b>Total Hrs.</b>	<b>15</b>		<b>Total Hrs.</b>	<b>16</b>	
JUNIOR					
Fall Semester			Spring Semester		
			BT 350	3	Scripture and Christian Living
					Bible & Theology Elective
<b>Total Hrs.</b>	<b>16</b>				<b>16</b>
SENIOR					
Fall Semester			Spring Semester		
			GS 400	2	Senior Seminar
			HI 310	2	Restoration History
<b>Total Hrs.</b>	<b>15</b>		<b>Total Hrs.</b>	<b>14</b>	



# Sexual Misconduct Policy

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## Title IX – Sexual Misconduct Policy

### I. Introduction

Great Lakes Christian College is a Christ-centered institution of higher education that is committed to the Biblical principle that all human beings are created in the image of God. Because of that belief, the College is committed to basing judgments concerning the admission, education, and employment of individuals upon their qualification and abilities.

Great Lakes Christian College is also committed to maintaining and strengthening an educational, working, and living environment founded on the Biblical principles of love and mutual respect. The College seeks to provide programs, activities, and an educational environment free from sex discrimination. In accordance with this policy and as delineated by federal and Michigan law, Great Lakes Christian College does not discriminate on the basis of sex in education programs or activities, including but not limited to recruitment, admissions, housing, athletic and extracurricular activities, discipline, distribution of financial assistance, distribution of institutional resources, hiring practices, employment, promotion, and policies. A relevant portion of Title IX states as follows:

No person in the United States shall, on the basis of sex, be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any educational program or any activity receiving Federal financial assistance.

The College is committed to promoting respect for the bodily integrity of all persons, the virtues of chastity, and the sacredness of human sexuality. The College affirms that sexual relationships are designed by God to be expressed solely within a marriage between husband and wife. Sexual acts of any kind outside the confines of marriage are inconsistent with Biblical principles and are prohibited by College policies.

“Sexual Misconduct,” as that term is used in this policy, means any form of sex discrimination prohibited by Title IX. Sexual misconduct is antithetical to the standards and ideals of the College community and will not be tolerated. Great Lakes Christian College recognizes the spiritual, moral, legal, physical, and psychological seriousness of all sexual misconduct, regardless of the level of acquaintance between the perpetrator and the victim, however casual. Great Lakes Christian College aims to eradicate sexual misconduct through education, training, clear policies, and serious consequences for violations of these policies.

In addition, the College recognizes that sex discrimination, in any form, is a violation of College regulations and policies. Sex discrimination includes all forms of sexual violence and sexual harassment. Further, the College recognizes that sexual violence is a serious threat to the College community, is prohibited by Title IX, and is a criminal act. Therefore, the College is committed to providing the following to the members of the College community:

- A statement of expectations for behavior with regard to community standards pertaining to sex discrimination.
- Resources aimed at reducing the risk of sexual violence, including educational programs for men and women.
- Procedural intervention to offer support and information following the report of sex discrimination.
- Student conduct and employee disciplinary procedures that address the needs of victims and protect the rights of the alleged assailants.

The College will take immediate action to address sex discrimination promptly and to equitably investigate complaints to resolve the situation, prevent its reoccurrence, and address its effects by implementing awareness and/or preventative measures.

## II. Definitions

1. College  
College means Great Lakes Christian College, Lansing, Michigan.
2. College Community  
For the purposes of this policy, "College Community" includes all students, staff, faculty, administration, trustees, interns, volunteers, and visitors. In addition, this policy shall also apply to instances of sex discrimination which occur on College-owned, operated, or affiliated properties, as well as incidents of sex discrimination that occur off campus, including but not limited to instances involving members of the College Community who are conducting College business off campus or conduct that occurred at the permanent or temporary local residence of a College student, employee, or third party.
3. College Student  
College Student means any person who is registered or enrolled at the College at the time of the alleged sex discrimination.
4. Effective Consent  
All College standards provide that sexual activity outside of marriage is prohibited. In addition, sexual activity requires consent as a matter of federal and state law. Such consent is defined as clear, unambiguous, and voluntary agreement between the parties.  
  
Consent cannot be obtained from someone who is under 18 years of age, asleep or otherwise mentally or physically incapacitated, whether due to alcohol, drugs, or some other temporary or permanent, physical or mental disability or condition. Consent cannot be obtained by threat, coercion, or force. Agreement given under such conditions does not constitute consent.
5. Employee  
Employee means any person employed by the College, whether as a trustee member, administrator, faculty, adjunct faculty, or staff member, whether full-time, part-time, or volunteer.
6. Force  
Force means physical force, violence, threat, intimidation, or coercion.
7. Grievant  
A student (including a former student if the alleged discrimination occurred while enrolled at the College), employee, or other member of the College community defined above, who contemplates filing or actually files a complaint based on sex discrimination.
8. Respondent  
A person alleged to have committed a violation of the College Title IX policy. The term may be also used to designate persons with direct responsibility for a particular action or to those persons with supervisory responsibilities for conduct, procedures, or policies in those areas covered by the complaint.
9. Sex Discrimination  
For the purposes of this policy, "sex discrimination" shall include, but not be limited to, any acts of sexual violence, sexual assault, and sexual harassment. In compliance with Title IX of the Educational Amendments of 1972, sex discrimination applies to, but is not limited to: recruitment, admissions, housing, athletic and extracurricular activities, rules and regulations, discipline, class enrollment, access to programs, courses and internships, distribution of financial assistance, distribution of institutional resources, hiring practices, employment, promotion, and policies.

#### 10. Sexual Assault

Sexual assault is the commission of sexual contact or a sexual act, whether by an acquaintance or by a stranger that occurs without indication of consent of both individuals, or that occurs under threat or coercion.

When there is a lack of mutual consent about sexual activity, or where there is ambiguity about whether consent has been given, an individual can be charged with, and found to have committed, sexual assault or another form of sexual misconduct.

Much sexual misconduct includes nonconsensual sexual contact, but contact is not a necessary component. Threatening speech which is sufficiently serious to constitute sexual harassment, for example, will constitute sexual misconduct. Photographs, videos, or other visual or auditory records of sexual activity made without explicit consent constitute sexual misconduct, even if the activity documented was consensual. Similarly, sharing such recordings without explicit consent is a form of sexual misconduct. For example, forwarding a harassing electronic communication may also constitute an offense.

In addition to being prohibited by federal and Michigan law, including Title IX of the Education Amendments of 1972, sexual assault could result in criminal prosecution or civil liability.

Reports of sexual assault will be reported to local law enforcement for appropriate action, including investigation and prosecution as appropriate. Such criminal prosecution will proceed separately and apart from a College investigation and disciplinary proceeding. The College will cooperate to the fullest extent possible, with any criminal investigation or prosecution of sexual assault incidents involving any member of the Great Lakes Christian College community. The College will not ordinarily wait for the conclusion of any criminal investigation or proceedings to commence its own investigation and may take interim measures to protect members of the College community.

All sexual assault reports shall be treated with gravity, dignity, and justice throughout the process. Members of the College community should not do any of the following:

- Pressure anyone to suppress a report of sexual assault;
- Cause anyone to believe that he or she is responsible for the commission of any crime against him or her;
- Communicate to anyone that he or she was contributorily negligent or assumed the risk of being assaulted by reason of circumstance, dress, or behavior; or
- Communicate to anyone that the College would incur unwanted publicity because of a report of sexual assault.

#### 11. Sexual Contact

Sexual contact means the deliberate touching of a person's intimate parts (including genitalia, groin, breast or buttocks, or clothing covering any of those areas) for the purpose of sexual gratification, or using force to cause a person to touch his or her own or another person's intimate parts.

#### 12. Sexual Harassment

Sexual harassment is antithetical to Biblical and academic values and to a community environment free from the fact or appearance of coercion. Sexual harassment is a form of sex discrimination, a violation of College policies, and may result in serious disciplinary action. Sexual harassment consists of nonconsensual sexual advances, request for sexual favors, or other verbal or physical conduct of a sexual nature on or off the College campus when:

- Submission to such conduct is made either explicitly or implicitly a condition of an individual's employment or academic standing, or
- Submission to or rejection of such conduct is used as the basis for employment decisions or for academic evaluation, grades, or advancement; or
- Such conduct has the purpose or effect of unreasonably interfering with or limiting an individual's work or academic performance or creating an intimidating or hostile academic or work environment.

Sexual harassment may be found in a single episode as well as persistent behavior. Conduct that occurs in the process of application for admission to a program or during selection for employment, and conduct directed toward a member of the College Community is covered by the policy. In addition, conduct by third parties (i.e. individuals who are neither students nor employees, including but not limited to invited guests and consultants) is covered by this policy.

Both men and women are protected from sexual harassment and sexual harassment is prohibited regardless of the sex of the harasser. Sexual harassment is a matter of particular concern to an academic community in which students, faculty, and staff are related by strong bonds of intellectual and spiritual interdependence and trust.

13. Sexual Violence

Sexual violence is a form of sexual harassment prohibited by Title IX. Sexual violence includes any physical sexual act perpetuated against a person's will or where the person is incapable of giving consent. Sexual violence includes, but is not limited to, rape, sexual assault, sexual battery, and sexual coercion.

14. Standards of Conduct

Standards of conduct means the College's standards of conduct as approved by the College's Administrators and/or Board of Trustees and published in the appropriate College handbooks.

15. Third Party

Third party means any individual, including a contractor or invited guest, who is alleged to have committed sexual misconduct against a College community member.

### III. **Teacher-Student Consensual Relations**

The integrity of the teacher-student relationship is the foundation of the College's educational mission. This relationship vests considerable trust in the teacher, who in turn, bears authority and accountability as a mentor, educator, and evaluator. The unequal institutional power inherent in this relationship heightens the vulnerability of the student and the potential for coercion. The pedagogical relationship between teacher and student must be protected from influences or activities that can interfere with learning and personal development.

Whenever a teacher is (or in the future might reasonably become) responsible for teaching, advising, or directly supervising a student, an amorous relationship between them is inappropriate and should be avoided. In addition to creating the potential for coercion, any such relationship jeopardizes the integrity of the educational process by creating a conflict of interest and may impair the learning environment for other students. Finally, such situations may expose the College and the teacher to liability for violation of laws against sexual harassment and sex discrimination.

For purposes of this policy, "direct supervision" includes the following activities (on or off campus): course teaching, examining, grading, advising, research, supervising other academic and social activities, and recommending for admissions, employment, internships, or awards.

"Teachers" includes, but is not limited to, all full-time, part-time, and adjunct faculty of the College. It also refers to those serving as guest or substitute instructors.

"Students" refers to those enrolled in any educational and training programs of the College.

Additionally, this policy applies to members of the College community who are not teachers as defined above, but have authority over or mentoring relationships with students, including athletic coaches, supervisors of student employees, advisors, directors of student organizations, residential advisors, as well as others who advise, mentor, or evaluate students.

Teachers or students with questions about this policy are advised to consult with the College's Title IX Coordinator, the Dean of Students, or their supervising Vice President.

#### **IV. Other Related Misconduct**

In accordance with this policy, the College is empowered to investigate allegations of, and to impose sanctions for, sex discrimination, sexual harassment, or any other violations of the College's standards of conduct directly related to the allegations brought under this policy. Such related misconduct may include, without limitation, incidents of domestic violence, dating violence, and stalking as those terms are defined by state and federal laws. Violations of the rules of confidentiality as articulated herein, violations of any interim measures imposed under this policy, and/or violations of other standards of conduct that occur in connection with the alleged sexual misconduct may also implicate the use of this policy.

The College reserves the right to extend grace through mitigation or avoidance of disciplinary action against a Grievant or witness of his or her improper use of alcohol or drugs, provided that such person is acting in good faith as a Grievant or witness to the events of the alleged sexual misconduct.

#### **V. Title IX Coordinator**

The Title IX Coordinator is the individual designated by the College to coordinate the College's efforts to comply with and enforce the responsibilities of the College under this policy in accordance with pertinent Title IX regulations.

The College's Title IX Coordinator is Brian Baldwin, Dean of Students, 6211 West Willow Highway, Lansing, MI 48917, phone (517) 321-0242.

The College has designated the duties and responsibilities of the Title IX Coordinator to:

1. Appoint Deputy Title IX Coordinators as needed.
2. Ensure coordination with the Deputy Title IX Coordinators and appropriate staff with relevant responsibilities for such activities on campus as housing, counseling services, and campus safety.
3. Prepare and arrange for a preventative education program. Such program will include information designed to encourage students to report incidents of sexual violence to the appropriate College and law enforcement authorities.
4. Develop specific sexual violence materials that include the College's policy, rules, and resources for students, faculty, coaches, and administrators and arrange for such materials to be included in all appropriate handbooks. These materials would include:
  - What constitutes sexual harassment or violence,
  - What to do if a student has been the victim of sexual harassment or violence,
  - Contact information for counseling and victim services on and off College grounds,
  - How to file a complaint with the College,
  - How to contact the College's Title IX Coordinator(s).
5. What the College will do to respond to allegations of sexual harassment or violence, including interim measures that can be taken as outlined in the Grievance Procedure.
5. Analyze periodically any trends or patterns of sexual misconduct on campus and assess the efficacy of campus-wide response to sexual misconduct.
6. Disseminate to members of the College community information regarding Title IX protections, the College's Title IX policy, including the Complaint Resolution Process therein, and assistance for all persons who have been subjected to sexual harassment or violence.
7. Conduct an annual review of all Title IX complaints brought to the College Title IX Coordinator.
8. Communicate with Student Development regarding the College's obligations under Title IX and serve as a resource regarding Title IX matters.
9. Develop a protocol with the College's Student Development department regarding complaints of sexual misconduct.
10. Annually assess the College's overall Title IX compliance efforts.

In addition, the Title IX Coordinator will arrange for and conduct training (at least annually) for the College administration, faculty, and staff.

## VI. Complaint Resolution Process

### 1. Confidentiality

The College shall protect the privacy of individuals involved in a report of sex discrimination to the extent allowed by law and College policy. Communications to health and counseling professionals may be privileged and confidential. Because the content of discussions with confidential resources is not reported to the College office of record such discussions do not serve as notice to the College to address the alleged discrimination or sexual misconduct.

In the event of a report of sex discrimination being received by other College officials including administration, faculty and staff, such officials are required by law to relay such reports to the Title IX Coordinator and, in some instances, to law enforcement officials. In such cases, the College will balance the needs of the parties for privacy with the College's responsibility to ensure a safe educational environment and workplace. In some cases, strict confidentiality may not be possible or appropriate. An individual's request regarding the confidentiality of reports of discrimination or sexual misconduct will be considered in determining an appropriate response; however, such request will be considered in the dual context of the College's legal obligation to ensure a working and learning environment that is free from discrimination or sexual misconduct and the rights of the accused to be informed of the allegations and their source. Some level of disclosure may be necessary to ensure a complete and fair investigation.

### 2. Definitions of Parties

- a. Grievant: A student (including a former student if the alleged discrimination occurred while enrolled at the College), employee, or other member of the College community defined above, who contemplates filing or files a complaint based on sex discrimination.
- b. Respondent: A person alleged to have committed a violation of the College Title IX policy. The term may also be used to designate persons with direct responsibility for a particular action or to those persons with supervisory responsibilities for conduct, procedures, or policies in those areas covered by the complaint.

### 3. Preliminary Stage

A member of the College Community who believes that he or she is experiencing or has experienced sex discrimination of any kind may initially wish to discuss the situation with a trusted friend, advisor, colleague, or the College official to whom the alleged Respondent reports or is responsible. The College strongly recommends that the potential Grievant not contact unaccompanied the person who is alleged to have committed the inappropriate conduct.

### 4. Report to the Title IX Coordinator

Any member of the College community who believes that he or she has experienced or is experiencing sex discrimination should immediately contact the College Title IX Coordinator to report the alleged act or acts of sex discrimination. (In the event of alleged sexual harassment, the aggrieved person may choose to file a complaint pursuant to the College's Sexual Misconduct Policy. Such report should be submitted to the Title IX Coordinator.)

### 5. Informal resolution process

At any time during the grievance process, the Title IX Coordinator may inquire of the parties if they wish to participate in an informal resolution of the grievance. If both the Grievant and the Respondent agree to do so, the Title IX Coordinator will meet with them informally to attempt to resolve the grievance. If a resolution of the grievance is reached between the parties, the agreement shall be reduced to writing and signed by the Grievant and the Respondent, the grievance will be considered resolved and no further action will be taken on the grievance.

### 6. Response of the Title IX Coordinator

Upon receipt of notice of any allegation under this policy the Title IX Coordinator will begin the grievance procedures outlined in the grievance procedure document:

- a. Schedule a meeting with the Grievant to provide the Grievant a general understanding of this policy (and a copy of the policy, if necessary) and to identify forms of support or immediate interventions available to the Grievant, such as health services, mental health services, crime victim services, or services of a local rape crisis center. The meeting will cover any interim measures or accommodations that may be appropriate under the circumstances. Upon the receipt of notice of allegations pursuant to this policy, regardless of the action chosen by the Grievant, the College will undertake an appropriate inquiry and take such prompt and effective action as is reasonably practical under the circumstances to support and protect the Grievant. Such

measures include a “no contact” order which will typically direct that the parties refrain from having contact with one another, directly or through proxies, whether in person or via electronic means. The Title IX Coordinator also may take any further protective action deemed appropriate concerning the interaction of the parties including, without limitation, directing appropriate College officials to alter the student’s academic, housing, or employment arrangements, providing an escort for the Grievant, and/or any other measure deemed appropriate by the Title IX Coordinator. Violations of the Title IX Coordinator’s directives and/or protective actions may lead to additional disciplinary action.

- b. Advise the Grievant of his or her rights and provide any needed assistance as follows:
  - The right to contact the appropriate law enforcement personnel to pursue criminal charges under state, local, or federal law. The Grievant should be informed of his or her right to file a criminal complaint concurrent with or after the College’s Title IX investigation. The College investigation will not be suspended or delayed in the event of an investigation of possible criminal charges by law enforcement personnel.
  - The right to file a civil action against the alleged Respondent.
  - The right to file a complaint with the Equal Employment Opportunity Commission and/or the Michigan Civil Rights Commission.
- c. In addition, the Title IX Coordinator will provide assistance in arranging for needed medical or hospital treatment, counseling, and the personal safety of the Grievant.

7. Optional Pre-Complaint Meeting

Following contact with the Title IX Coordinator, but prior to the submission of a formal written complaint to the Title IX Coordinator, the Grievant may request a meeting with the Respondent alleged to be directly responsible for the violation or with the person having immediate supervisory authority related to the complaint. Such a meeting shall be in the presence of the Title IX Coordinator. In addition, the persons identified above who are alleged to be directly or indirectly responsible for the violation of this policy may discuss the allegations of the Grievant with the Title IX Coordinator. The purpose of any pre-complaint contact will be for the Grievant to request a proposed course of action to resolve the matter in a manner consistent with Biblical principles of dispute resolution. Such pre-complaint meetings shall be solely at the option of the Grievant. At no time will the Grievant be required to confront the Respondent. In cases involving sexual assault, such a meeting shall not occur. Such contact is not a condition for the submission of a written complaint to the Title IX Coordinator. If the matter cannot be resolved as the result of any pre-complaint meeting, then the Grievant may submit to the Title IX Coordinator a formal, written complaint. If it is alleged that the Title IX Coordinator is involved in any discriminatory action, then the complaint shall be submitted to a Deputy Title IX Coordinator or another individual appointed by the President of the College to serve as a substitute Title IX Coordinator.

8. Written Complaint

If the pre-complaint meeting does not resolve the complaint, or if such meeting is not held, the Grievant shall then have the right to file a written complaint with the Title IX Coordinator which shall contain the following information:

- The name and address of the Grievant
- The name or names of the person or persons alleged to be responsible for the act of discrimination, if known.
- Specific acts of discrimination alleged including the dates, times, and locations
- Names, addresses, and telephone numbers of potential witnesses who may be called in support of the complaint
- A description of any actions taken by any party in an effort to address the alleged discrimination
- The complaint shall be signed and dated by the Grievant. Such date shall be the “date of the complaint.”

## **VII. Title IX Coordinator's Investigation**

After filing of the written complaint, the Title IX Coordinator may assign the matter to a Deputy Title IX Coordinator for investigation. References in the section to the Title IX Coordinator may include any actions by a deputy coordinator if one is assigned.

Following the filing of the written complaint, the Title IX Coordinator will meet with and interview the Grievant. After the filing of the complaint, the Title IX Coordinator will also schedule an interview with the Respondent to discuss the allegations, provide a copy of the complaint and College's Title IX Policy and discuss the complaint process in general. The Title IX Coordinator will direct the Respondent to provide a written response to the complaint. The Grievant shall be entitled to receive and review such response. The Title IX Coordinator will also interview any relevant witnesses to the allegations and may request documentation from the appropriate departments and offices at the College.

If the Respondent or any witness refuses or fails to respond to the Title IX Coordinator's request for a response to the complaint, request for information, or otherwise fails to cooperate, the Title IX Coordinator may nevertheless continue the investigation.

Within 60 days after the date of the complaint, the Title IX Coordinator will render a decision to whether, by a preponderance of the evidence, it has been determined that sex discrimination has or has not occurred. Such decision shall be supported by a written report containing findings of fact, along with a recommendation by the Title IX Coordinator of the remedial and/or disciplinary action(s) to be taken. Within five days of the date of the decision, the Title IX Coordinator shall notify in writing the Grievant, the Respondent, and the President of the College of his or her decision described above.

## **VIII. Appeal of Findings of Investigation**

All parties to the complaint may appeal the findings and recommendation of the Title IX Coordinator. All grounds for appeal should be based on the emergence of new evidence that was previously unavailable, on the grounds that some aspect of this policy or procedure was not adequately followed or evidence of bias on the part of the Title IX Coordinator. The methods of appeal are detailed in sections XII through XVI, page 4, of the Grievance Procedure document.

The final appeal shall be the impartial review and decision by the College President provided that he was not involved as a party or witness to the investigation, in which case the appeal shall be reviewed by the Chairman of the Board of Trustees. Any appeal must be filed within ten (10) days of the Title IX Coordinator's decision. The President shall render a decision on the appeal within ten (10) days of receipt of the appeal.

## **IX. Title IX Coordinator's Investigation**

In the event the Title IX Coordinator finds that the Respondent has committed an act of sex discrimination as defined by this policy the matter will proceed as follows:

### **1. Students**

If the Respondent is a College student, the Dean of Students or Title IX Coordinator will determine and administer the appropriate disciplinary action. If the College student is found to have committed sexual assault the Dean or Title IX Coordinator may initiate expulsion proceedings pursuant to the Student Handbook.

### **2. Staff**

If the Respondent is a staff member, the Title IX Coordinator will recommend the appropriate disciplinary action to the Vice President of Finance and Operations. If a staff member is found to have committed sexual assault, then his or her employment may be terminated in accordance with the Employee Handbook.

### **3. Faculty**

If the Respondent is a faculty member and his or her conduct warrants discipline that is less severe than discharge or suspension, the Title IX Coordinator will recommend sanctions to the Vice President of Academic Affairs. In cases where the faculty member's actions warrant discharge or termination of employment, the Title IX Coordinator will recommend to the President that termination proceedings be initiated. If the President accepts the recommendation,



the matter will proceed in accordance with the terms of the College's Faculty Handbook providing for "Dismissal for Cause."

4. Administration

If the Respondent is a member of the administration (and not the President) the matter will be referred to the President for appropriate action. If the Respondent is the President, the matter will be referred to the Chairman of the Board of Trustees for appropriate action.

5. Trustees

If the Respondent is a member of the Board of Trustees (and not the Chairman) the matter will be referred to the Chairman of the Board. If the Respondent is the Chairman of the Board, a committee of the Board of Trustees will be called by the Vice Chairman of the Board for appropriate action.

Any appeal of the Title IX Coordinator's decision and recommendation shall stay the imposition of disciplinary action under this section but only during the pendency of the appeal. If the disposition of the appeal does not alter the recommended sanction, disciplinary action pursuant to this section shall proceed.

9. Complaints Initiated by Administration

The College President, Vice Presidents, Deans, or supervisors may request the Title IX Coordinator investigate allegations of sex discrimination with or without the consent of the alleged victim. Such administrator requesting the investigation will act as the Grievant and must specify the person or persons responsible for exhibiting the alleged discriminatory conduct. The Title IX Coordinator will use the same notification and procedural guidelines outlined in the foregoing complain process.

**X. Retaliation; False Complaints**

1. Retaliation

It is a violation of this policy to retaliate against a person making a complaint alleging a violation under this policy or against any person cooperating or participating in an investigation under this policy. Retaliation should be reported promptly to the Title IX Coordinator and may result in appropriate disciplinary action independent of other sanctions or interim measures administered under this policy.

2. Filing a False Complaint

Any Grievant who knowingly makes false charges alleging violations of this policy may be subjected to disciplinary action.

# Substitute Instructors

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Guest lecturers who speak for one class session need no approval, though informing the Vice President of Academic Affairs in writing is encouraged.

Substitute instructors, those speaking for more than one class session, need prior approval from the Vice President of Academic Affairs whose should be informed in writing.

## Summer Session

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Normally, three-hour summer classes will meet four days a week, four hours a day, for two weeks. They will be scheduled in the mornings or the afternoons. Two-hour classes may meet three hours a day, three days a week, for two weeks. Classes may also be scheduled in nontraditional formats, such as four weekend sessions on Friday evening (6:00-8:40) and Saturday (8:10 a.m.-12:00 p.m.; 1:00-4:50 p.m.).

Faculty will not be required to teach classes during a summer term. Faculty who are willing to teach in a summer term may choose one of three options:

- Shift hours from the spring semester to a summer term in order to lighten one's load during the semester.
- Offer an additional elective that may be of interest to students.
- Teach an additional section of a required course that is in high demand or is required by a number of students in order to advance in their programs.

Faculty members who teach in the summer term will receive adjunct pay for any hours over the maximum of thirty hours per academic year. They should notify the Vice President of Academic Affairs of their desire to teach a summer term by September 30. The VPAA will make the final decision on which classes are offered during the summer.

# Syllabi Contents



All instructors are required to E-mail a copy of their syllabi to the Special Assistant to the VPAA two weeks before classes begin. In addition, new adjunct and faculty member must submit their syllabi to the Vice President of Academic Affairs for approval each semester for their first two years of service. Other syllabi will be reviewed during periodic evaluation (see "Faculty Evaluation").

## Required Syllabus Components

The form and style of the syllabus are not the concern of this policy, but rather the uniform content of GLCC syllabi.

1. Course title, number, credits, semester/year
2. Course instructor's name, title, and E-mail address
3. Course description, taken from the most recent edition of the GLCC catalog
4. Students with Documented Disabilities Statement (see text below)
5. Academic Integrity Policy (see text below)
6. Course objectives
7. Course alignment with GLCC Mission Statement (see text below)
8. The course's connection with the Core Competencies (see text below)
9. The course's role in assessment of student learning (when relevant)
10. Required and recommended course texts (see text below for a statement on textbook availability)
11. Course requirements
12. Explanation of how grades will be calculated, specifying each component's percentage of the final grade
13. Course attendance policy (see "Attendance / Absences, Student")
14. Course outline
15. Course bibliography (sources utilized by the instructor and recommended to students for further study)

Additional information may be provided to the student at the instructor's discretion (e.g., phone number, office hours).

## Components Requiring Exact Verbiage

### Academic Integrity

GLCC places a high value on honesty, integrity, and truthfulness. All instances of academic dishonesty result in prompt disciplinary action by the college. Academic dishonesty includes, but is not limited to, the following practices:

- Plagiarizing: failing to document quoted or paraphrased material, presenting the ideas of others as if they were your own, or submitting someone else's work as your own
- Lying about your work
- Sharing assignment, quiz, or exam information with another student unless working together is part of the assignment instructions
- Cheating on exams with any form of cheat sheet, or technology, or by looking at another student's answers
- Using another student's work to complete your own assignment or having another person or program (AI) complete your work for you unless doing so is part of the assignment instructions
- Submitting the same assignment for different classes without written permission from both professors
- Making any other attempt to deceptively receive an unearned grade

Students involved in any such actions will automatically fail the assignment in question and will be referred in writing to the Academic Dean for further disciplinary action and may receive a grade of 0.0 for the course.

## Core Competencies

### **This Course's Connection with the Core Competencies**

The faculty has identified six core competencies (attitudes and skills) that students should develop by the time they graduate from a four-year program. These qualities are necessary for success and excellence in any field of service. The General Education Requirements lay the foundation for the Core Competencies, and the majors strengthen and extend them. The faculty has also identified criteria for three levels of development for each competency. The table below indicates the level of each core competency that this course intends to reinforce.

	Beginning	Intermediate	Advanced
<i>Critical Thinking</i>			
<i>Interpersonal Communication Skills</i>			
<i>Kingdom Mission</i>			
<i>Respect for Cultural Diversity</i>			
<i>Self-Understanding</i>			
<i>Written Communication Skills</i>			

(place an X in the appropriate box for your course)

## Mission Statement

"Great Lakes Christian College, an institution of higher education affiliated with Christian Churches/Churches of Christ, seeks to glorify God by preparing students to be servant-leaders in the church and world." [This course] serves the mission of GLCC by...

### *Example:*

"Great Lakes Christian College, an institution of higher education affiliated with Christian Churches/Churches of Christ, seeks to glorify God by preparing students to be servant-leaders in the church and world." ED310 serves the mission of GLCC by assisting students in formulating a distinctively Christian approach to educational theory and practice. Hence, it allows them to discover the educational implications of an evangelical theology within the church, school, or higher education institution. The course is designed to equip the student with a *praxis* of Christian philosophy, educational theory, and classroom and instructional methods. Hence, education that is Christian in perspective can be described as an instrument for ministry in the church and community.

## Students with Documented Disabilities

Students with documented disabilities should notify the Director of Student Success at the beginning of each semester. Such students should also inform the Instructor so that he or she can make every reasonable accommodation for their needs.

## Textbooks

GLCC does not stock textbooks in our bookstore. Students are encouraged to purchase them online. Our library reserves a limited number of required textbooks for each course that students may check out for two hours at a time. Copyright laws prevent these books from being scanned or photographed. Students who choose this option should be prepared to read assignments in advance so the books are available when they need them.

# Teaching Load

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Full-time faculty members are expected to teach up to thirty credit hours per contract year. They will be paid at the adjunct rate for more than thirty credits taught in the academic year. Independent studies will be paid at the independent study rate. Any teaching beyond the 30-hour requirement is strictly voluntary.

Faculty will be compensated for any extra teaching the college may invite them to do beyond the standard curriculum (e.g., a certificate program class for local churches).

# Title IX Grievance Procedures



The following internal grievance procedures have been adopted for students and employees of Great Lakes Christian College who have complaints alleging a violation of Title IX, pertaining to sex discrimination (including harassment and sexual violence) based upon sex. Please note that these procedures do not apply to Title IX complaints from applicants for employment or from applicants for admission to the College, which is a private, postsecondary educational institution.

## I. Sex Discrimination

An individual who believes he or she have been discriminated against on the basis of sex may make a complaint that their rights under Title IX have been denied. Complaints of sex discrimination, including complaints of sexual harassment and sexual violence carried out by employees, other students, or third parties, may be filed under this Title IX grievance procedure. Such a complaint is referred to in these procedures as a “grievance.” The person who has the grievance is referred to in these procedures as the “Grievant.” The person or entity against whom the grievance is made is referred to in these procedures as “the Respondent”.

## II. Optional Pre-Complaint Meeting

Following contact with the Title IX Coordinator, but prior to the submission of a formal written complaint to the Title IX Coordinator, the Grievant may request a meeting with the Respondent alleged to be directly responsible for the violation or with the person having immediate supervisory authority related to the complaint. Such meeting shall be in the presence of the Title IX Coordinator. In addition, the persons identified above who are alleged to be directly or indirectly responsible for the violation of this policy may discuss the allegations of the Grievant with the Title IX Coordinator. The purpose of any pre-complaint contact will be for the Grievant to request a proposed course of action to resolve the matter in a manner consistent with Biblical principles of dispute resolution. Such pre-complaint meetings shall be solely at the option of the Grievant. At no time will the Grievant be required to confront the Respondent. In cases involving sexual assault, such a meeting shall not occur. Such contact is not a condition for the submission of a written complaint to the Title IX Coordinator. If the matter cannot be resolved as the result of any pre-complaint meeting, then the Grievant may submit to the Title IX Coordinator a formal, written complaint. If it is alleged that the Title IX Coordinator is involved in any discriminatory action, then the complaint shall be submitted to a Deputy Title IX Coordinator or another individual appointed by the President of the College to serve as a substitute Title IX Coordinator.

## III. Filing of a grievance

A grievance must be set forth in writing, be signed by the Grievant, and filed with the College’s Title IX Coordinator. A grievance must contain the following information:

1. The name and address of the Grievant.
2. The name or names of the person or persons alleged to be responsible for the act of discrimination, if known.
3. Specific acts of discrimination alleged including the dates, times, and locations.
4. Names, addresses, and telephone numbers of potential witnesses who may be called in support of the complaint.
5. A description of any actions taken by any party in an effort to address the alleged discrimination.
6. The complaint shall be signed and dated by the Grievant. Such date shall be the “date of the complaint.”

The grievance must be filed with the Title IX Coordinator within 60 days of the date the discrimination is alleged to have occurred. Failure to file a grievance within the required 60-day time period will result in the grievance being dismissed as untimely. The Title IX Coordinator for Great Lakes Christian College is the Dean of Students. Filing of a grievance may be made by hand delivery, by first class mail, or by fax transmission. The name, address, telephone number, and fax number for the Title IX Coordinator:

Dean of Students  
Great Lakes Christian College  
6211 W. Willow Highway, Lansing, MI 48917  
Telephone number (517) 321-0242

If the Title IX Coordinator is alleged to have been involved in the discrimination or harassment, the grievance should be filed with the College's President.

Frank E. Weller, President  
Great Lakes Christian College  
6211 West Willow Highway, Lansing, MI 48917  
Telephone number (517) 321-0242

The Title IX Coordinator will maintain the files and records of the College regarding any grievance. Records shall be retained for three years from the date of the conclusion of the grievance and may thereafter be destroyed.

**IV. Receipt of grievance**

Upon receipt of a timely grievance, the Title IX Coordinator, or the President (or their designee), shall provide a copy of the grievance to the Respondent and inform the Respondent that they may file a written response to the grievance. The written response shall be due within ten days of delivery of the grievance to the Respondent.

**V. Informal resolution process**

At any time during the grievance process, the Title IX Coordinator may inquire of the parties if they wish to participate in an informal resolution of the grievance. If both the Grievant and the Respondent agree to do so, the Title IX Coordinator will meet with them informally to attempt to resolve the grievance. If a resolution of the grievance is reached between the parties, the agreement shall be reduced to writing and signed by the Grievant and the Respondent, the grievance will be considered resolved and no further action will be taken on the grievance.

**VI. Investigation process**

The Title IX Coordinator shall commence an investigation of the grievance within seven business days of receipt of the grievance. As a part of the investigation, the Title IX Coordinator may interview the Grievant and the Respondent. Both the Grievant and the Respondent shall have the right to provide names and contact information of any witnesses they believe may have information regarding the facts involved in the grievance, and to provide any evidence to the Title IX Coordinator which they believe may be relevant to the grievance. The Title IX Coordinator shall use his or her best efforts to locate any witnesses named by the Grievant and Respondent and to interview any available witnesses. Interviews may be conducted in person or by telephone.

**VII. Designation of Title IX Coordinator**

It is the goal of the College that the investigation process be adequate, reliable, and impartial, to fairly and adequately process grievances filed under this procedure and do so in a timely manner. Before or during the investigation process, the Title IX Coordinator may designate any other individual, to conduct the investigation in the place of the Title IX Coordinator to ensure adherence to the requirements of Title IX and its implementing regulation. The designee shall discuss with the College's Title IX Coordinator the facts and evidence discovered during the investigation.

**VII. Timing of investigation**

The investigation process should be completed within fifteen business days from the date of commencement of the investigation. If, in the judgment of the Title IX Coordinator, particular circumstances require that the investigation period be extended, the Grievant and the Respondent will be notified that additional time is required to complete the investigation. The notice shall include a date by which the investigation will be concluded, which should be no longer than fifteen business days from the date of the notice.

**IX. Findings of investigation**

Upon conclusion of the investigation, the Title IX Coordinator shall set forth in writing the findings as to whether the results of the investigation uphold the grievance or whether the grievance is denied as being unsupported by the results of the investigation. The written report will be completed within one week following the conclusion of the investigation.

**X. Delivery of report**

A copy of the report will be delivered to the President of the College, the Grievant, and the Respondent within three business days of its completion. For all delivery requirements under these grievance procedures, delivery shall be deemed to have been made as of the date of hand delivery, mailing by first class mail, or transmission by fax.

**XI. Remedial Steps**

If the report of the Title IX Coordinator finds that sex discrimination has occurred (including sexual harassment and sexual violence), the College will thereafter take such steps as are necessary to ensure that the discriminatory effects on the Grievant, and others, if appropriate, are corrected. The College will also take steps to prevent recurrence of any such discrimination.

**XII. Right of appeal**

If either the Grievant or the Respondent is dissatisfied with the findings of the investigation report, they may file an appeal with the Title IX Coordinator. The appeal must be in writing, signed by the person making the appeal, and must be delivered to the Title IX Coordinator within ten calendar days of the date the report was delivered to the person who is filing the appeal. If the Title IX Coordinator determines that the appeal is not timely filed, no further action shall be taken regarding the appeal.

**XIII. Hearing on appeal**

If a timely appeal is filed, the Title IX Coordinator will take steps to arrange for the selection of a hearing panel and schedule a hearing on the grievance. The hearing shall be held within fifteen calendar days of receipt of the appeal. The hearing panel shall consist of three members; one chosen by the Grievant, one chosen by the Respondent, and one chosen by the Title IX Coordinator. The individuals chosen must be current faculty, staff, students, or employees of the College, and unrelated by blood or marriage to either the Grievant or Respondent, to be eligible to serve on the hearing panel. The panel members shall designate one of their members to serve as chairman of the panel. The Chairman shall commence and end the hearing and maintain order during the hearing process.

**XIV. Hearing Procedure**

To protect the confidentiality of the parties involved, the hearing shall be a non-public hearing unless both the Grievant and the Respondent request that the hearing be public. This is an internal grievance proceeding, and neither the Grievant nor the Respondent has a right to representation by an attorney or any other agent at the hearing. The Grievant and the Respondent shall have the right to present witnesses and evidence to the panel, and to question witnesses. The Grievant and the Respondent also shall be entitled to make an oral statement to the panel at the commencement of the hearing to state their position as to the grievance if they wish to do so. The panel members also may ask any questions of the witnesses, the Grievant, and the Respondent, which the panel deems relevant to the matter.

**XV. Decision of hearing panel**

At the conclusion of the hearing, the panel shall meet privately to reach a decision as to whether the finding contained in the written report should be upheld. A majority of the panel must vote in favor of a decision, in order for the decision of the panel to be valid.



**XVI. Delivery of panel decision**

The decision of the panel shall be reduced to writing, signed by the panel members voting in favor of the decision, and shall be delivered to the President of the College, the Title IX Coordinator, the Grievant, and the Respondent within three business days following the conclusion of the hearing.

**XVII Final appeal**

If either the Grievant or the Respondent is dissatisfied with the decision of the appeal panel, they may file a final appeal with the President of the College. The appeal must be in writing, signed by the person making the appeal, and must be filed within seven calendar days of delivery of the panel's decision to the person making the appeal. If the President determines that the appeal is not timely filed, it shall be dismissed without any action taken. Upon receipt of a timely appeal, the President of the College shall review such materials regarding the grievance, as the President deems necessary to make an informed decision as to the appeal. Within ten days of receipt of a timely appeal, the President shall issue a written decision regarding the appeal. A copy of the decision shall be delivered to the Title IX Coordinator, the Grievant, the Respondent, and the panel members. The decision of the President shall be final and non-appealable.

The final appeal process by the College President stipulates that he was not involved as a party or witness to the investigation, in which case the appeal shall be reviewed by the Chairman of the Board of Trustees. Any appeal must be filed within ten (10) days of the Title IX Coordinator's decision. The President shall render a decision on the appeal within ten (10) days of receipt of the appeal.

**NOTICE:**

Retaliation against individuals who file sex discrimination complaints or who participate in this grievance process is prohibited. Individuals who believe they have been retaliated against for filing a grievance or for participating in the grievance process should notify the College's Title IX Coordinator at the address and telephone number set forth above.

The College reserves the right to amend, change, or substitute, in whole or in part, any of the grievance procedures set forth herein, in the event there are changes in applicable law or regulations which require changes in these procedures.

# Transcripts

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Advisers can access an updated copy of their advisees' transcripts on Sonis.

## **Student Transcript Requests**

Students and former students may request transcripts from the Registrar by completing the online form at <https://www.glcc.edu/academics/registrar-office/>. Prior notice of 3 to 5 business days is required for pickup. Requests must include the following information: name (as it was while attending), Social Security number, dates of attendance, a complete address of the recipient, and signature. As a service to our students and alumni, GLCC does not charge for transcripts. The College, however, reserves the right to charge for multiple copies, frequent requests, or rush requests.

# Transfer of Credit

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## General Guidelines for Transfer of Credit

Credit for comparable courses taken at other colleges and universities accredited by institutional and professional agencies recognized by the Council on Higher Education Accreditation (CHEA) may be transferred to GLCC, provided the student has received a 2.0 (C) or better in the course. A student may transfer courses equivalent to GLCC courses or courses that apply to the program of study and a maximum of 15 credit hours of electives.

Transfer credits are not counted in the calculation of the grade point average. GLCC will use a "SA" to indicate passing for allowable transfer credit. Official transcripts must be sent directly from the institution to the Office of the Registrar at Great Lakes Christian College, 6211 West Willow Hwy, Lansing MI. Students desiring to have transcript evaluations completed *prior to enrollment* should have official transcripts from all prior coursework sent to the Office of Admissions at the above address. Students assume responsibility in the transfer process to provide necessary information such as course descriptions and/or syllabus if necessary.

## Definition/Criteria for Determination of Equivalency:

1. The descriptions of the transfer course and the GLCC course should be similar.
2. The transfer course's credit hours should be the same as or within one credit of the GLCC course. GLCC is on a semester system, and hence credits transferred from a quarter system will first be translated into semester credit.\*
  - If the credits of the transfer course are *more* than the equivalent GLCC course, the remaining credits should be applied toward electives. If all the elective requirements are already fulfilled, then the credits may be applied toward other comparable elective requirements, e.g., major/minor electives or Bible electives.
  - If the credits of the transfer course are *less* than the equivalent GLCC course, the remaining deficient hour must be completed through additional course work at GLCC in that general field of study or by another transferred course in that same field of study.
3. Courses considered as not equivalent to any GLCC requirement (either by course description or number of credits) may be transferred as electives. For example, a 3 credit Acts-Pauline Literature course does not match *any* GLCC course description and the number of credits likewise prohibit its being equivalent to any GLCC course, hence it may be transferred as an elective. If the course in question is in Bible (General, Old Testament, or New Testament), it may be transferred to fulfill a Bible elective requirement.
4. Ultimately, it is the Registrar's judgment, in consultation with the Vice President of Academic Affairs, as to whether course titles and descriptions are equivalent to GLCC courses. For example, Ancient Greek Literature may be considered equivalent to LI 141 Literature 1; World Civilization 1 may be considered equivalent to HI 140 Ancient Western Civilization 1.

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\*Quarter credit hours should be translated into semester credit hours for purpose of equivalent discussions. To do so, the quarter credit hours are divided by three and then multiplied by two. For example, a 4 quarter-hour course is equivalent to a 2.66 semester-hour course:  $4 / 3 \times 2 = 2.66$ .

## Specific Course Equivalencies

- Philosophy and/or Ethics courses can be transferred as PH 210 Introduction to Philosophy or PH 290 Ethics, Values, and Social Responsibility.
- Music Appreciation/Performance courses can be transferred as MUS 100 The Musical Experience.
- Absolutely nothing transfers as GS 400 Senior Seminar. A written appeal may be made to the Vice President of Academic Affairs in extenuating circumstances.
- EMT credit does not fulfill GLCC's science requirement (SC 130 or SC 210).
- Government courses will not be accepted as equivalent transfers for history credit.

## International Transfer of Credit

International transcripts may be evaluated by contact hour, with fifteen hours of classroom instruction equaling one semester credit. Many European, African, and Russian transcripts contain only the course and number of contact hours successfully completed.

The British system of education has a lower and upper level of course work, labeled "A" and "G.C.S.E." (formerly "O") respectively. No college credit will be given to courses at the G.C.S.E. level, but A level courses may be considered for college credit. Also, many British institutions will not furnish a transcript, but only acknowledge the degree granted. Students transferring in from such institutions will have to meet with the VPAA to assess which course requirements at GLCC will be fulfilled by transfer.

## Transfer of Credit from Unaccredited Institutions

GLCC may allow some credit for studies from an institution not accredited by an agency recognized by CHEA on a case-by-case basis. In such instances, the following conditions apply:

- Coursework considered for transfer from unaccredited institutions or accepted for credit must demonstrate that it represents collegiate coursework relevant to the degree with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in GLCC's own degree programs;
- Students transferring from unaccredited institutions, in addition to having official transcripts sent to GLCC, must provide college catalogues, course syllabi, and verification of the academic qualifications of the teaching faculty;
- Transfer students from unaccredited institutions must enroll at GLCC for one semester for a minimum of 12 credit hours and earn at least a 2.0 or "C" overall grade point average before transfer credits will be applied. GLCC may require a test to validate the learning experience. The criteria for acceptance of non-accredited institutions credit will be kept in the student's academic record. A maximum of sixty credit hours from unaccredited institutions may be permitted.

**Assessment of the transfer of credit is as follows:**

1. Credits transferred from unaccredited institutions can fulfill both required and elective courses at GLCC.
2. The VPAA will determine whether the course materials from the unaccredited institution warrants college credit. This may be accomplished by any one or a combination of the following:
  - Review of the course syllabus/notes/assignments.
  - Oral review/exam with the student.
  - Written exam.

**Military Training and Experience**

GLCC may allow credit for military service school experiences and military occupational specialties. The decisions will be guided by the evaluations prepared by the American Counsel of Education (ACE) and published in the *Guide to the Evaluation of Educational Experiences in the Armed Services*.

**GLCC Transcript Evaluations**

The Declaration of a Degree and Major/Minor is necessary to ensure the accurate and complete transfer of all possible credits.

The transcript evaluation produced by GLCC should contain the student’s name, name of the institution, terms (quarter, semester, or contact hour), and date of evaluation. It should be attached to the official transcript and placed in the student’s file. Copies of the evaluation and transcript should be given to the student and faculty adviser.

If the courses are equivalent, the GLCC courses should be listed alongside the course being transferred as its equivalent. For example:

EN100 English Composition 1 (3)	EN130 Composition and Grammar (3)
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If the course being transferred is for more credit than its GLCC equivalent, it should appear as follows:

MTH340 Calculus 1 (4)	MA 200 Quantitative Literary (3)
	General Elective (1)

If the course being transferred is for less credit than its GLCC equivalent, it should appear as follows:

NT310 Acts of the Apostles (2)	NT 1 Life of Christ (3)
	[1 additional credit of Bible required]

# Vision Statement, Faculty

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## Competence

A GLCC faculty member is one who actively exhibits and promotes the following:

- Relationships with the Lord, students, and fellow servants that encourage continual improvement throughout life
- Contemporary “cutting edge” scholarship in the chosen content field and related fields (depth and breadth)
- Knowing Bible and theology with sufficient breadth and depth so as to integrate instructional content with a Christian worldview
- Placing the teaching-learning process as central, both formally in the classroom and informally outside of class, for one’s life and conduct
- Teaching through many modes, while continuing to learn more about the Bible, the content taught, the teaching-learning process, and the learner

## Function

A GLCC faculty member is one who actively exhibits and promotes the following:

- The well-being of the GLCC campus, constituency and community, as their expertise and gifts provide opportunity
- The development of the content of the chosen discipline (which involves regular participation in conferences, seminars, associations, writing articles and/or books, etc.)
- Excellence in classroom communication (which involves students feeling privileged to learn from the classroom instruction of GLCC faculty members, and the faculty being a significant reason why applicants select GLCC and their programs)
- A spirit of trust, cooperation and joy in pursuing the work and the mission of GLCC as a faculty member

# Vice President of Academic Affairs Evaluation Procedures

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## Purpose of Evaluation

The performance of the Vice President of Academic Affairs requires (1) feedback and (2) assessment if the institution is to maintain a high level of academic excellence and academic advancement. This procedure is designed to outline the process by which the VPAA of GLCC receives a regular evaluation by the faculty (both instructional and support staff).

## Criteria/Qualifications for the Vice President of Academic Affairs

- Administrative -- communication, meetings, budget, etc.
- Scholarship -- writing, publishing, formal papers
- Faculty Advocate -- representation of faculty perspective and needs to administration
- Faculty Nurture -- development, evaluation, support, encouragement
- Program Facilitator -- change agent within the institution
- Academic Representative -- accreditation, regional meetings, academic societies
- Relational Abilities -- faculty and student relationship with the Vice President of Academic Affairs
- Instructional -- teaching abilities, classroom performance
- Personal Character -- integrity, morality, leadership, example

## Procedure of Evaluation

Two evaluation instruments will be used in the process of providing assessment of the VPAA. The first is a meeting of the faculty wherein they can discuss the VPAA's performance. The second is a Likert style inventory asking for a rating and commentary on the VPAA's performance by both the faculty and a random sample of the student body.

## The Assessment Meeting

1. Annually, during a regular business meeting of the faculty, convened in the Spring Semester. The meeting will be chaired by a faculty member (selected by volunteer with agreement of the faculty or at random). The Vice President of Academic Affairs will not be present unless requested by the evaluation chairperson.
2. The meeting will discuss the following items regarding the Vice President of Academic Affairs' performance:
  - What has the Vice President of Academic Affairs done well this year?
  - What would you change about his or her performance?
  - From your perspective, what could the Vice President of Academic Affairs have done differently?
  - Academically and institutionally, what did the Vice President of Academic Affairs fail to address or did not address with adequate attention?
  - If you were going to describe the Vice President of Academic Affairs' performance, what words come to mind?
  - What seems to be a habitual problem with the Vice President of Academic Affairs' performance?
  - How would you describe the Vice President of Academic Affairs' presence on campus? Relationships and influences?
3. A written report of the faculty's responses will be included in the minutes of the faculty meeting. Anonymity will be preserved regarding the origin of specific comments.

4. The Vice President of Academic Affairs will be presented with the assessment and feedback document, and a copy will likewise be given to the President and Central File.
5. The Vice President of Academic Affairs may choose to respond to the report, orally or in writing. The response document will be given to the faculty, President, and Central File.

#### **Likert Inventories**

1. A Likert style assessment tool will be distributed by the Registrar prior to the aforementioned meeting. They will be distributed to the entire faculty and five staff members selected by the evaluation chairperson. This instrument (located at the end of this handbook) contains 17 items, mirroring the Vice President of Academic Affairs' primary functions within the institution. Each Respondent will provide both quantitative and qualitative feedback.
2. This data will be itemized and a report given to the Vice President of Academic Affairs as soon as the computations are completed. Copies will also be distributed to the entire faculty.



# Withdrawal

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During the first eight weeks of instruction, students who withdraw from a course will receive a W, which does not affect the student's GPA. After the first eight weeks of instruction, the instructor will submit a grade. In either case, no credits will be earned. A W will not be calculated in the GPA. Students may not withdraw from classes after nine weeks of instruction have been completed. In cases of catastrophic illness or other exceptional circumstances, the student may petition the Vice President of Academic Affairs for special consideration.

To withdraw from college, a student must obtain a "Voluntary Withdrawal" form online at <https://www.glcc.edu/academics/registrar-office/>. The student must obtain signatures from the Registrar, Resident Supervisors, Dean of Students, Director of Library Services, Business Office, Financial Aid Director, and Academic Dean to certify that all obligations have been settled.

# Faculty Forms

2023 – 2024

[Academic Meeting Scholarship Request Form](#)

[Course Evaluation Form](#)

[Faculty Development Request Form](#)

[Faculty Professional Data Update Form](#)

[Faculty Self-Evaluation Form](#)

[Peer Observation Form](#)

[Request for Reimbursement for Independent Study Form](#)

[Request for Reimbursement for Course Overload Hours Form](#)

[Vice President of Academic Affairs Evaluation Form](#)

# Academic Meeting Scholarship Request Form

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name of the Meeting	
Place of the Meeting	
Date of the Meeting	
Title of the Paper	
Amount Requested (up to \$300)	

Administrative Approval

\_\_\_\_\_  
VICE PRESIDENT OF ACADEMIC AFFAIRS

\_\_\_\_\_  
Date

*Acknowledgement by Business Office:*

\_\_\_\_\_  
Business Office

\_\_\_\_\_  
Date



# Course Evaluation Form

Instructor \_\_\_\_\_

Course \_\_\_\_\_

*Instructions:* Your honest and fair feedback will enable the instructor to make changes that will strengthen this course. The instructor will not receive any information that could identify the response of individual students. Your written responses to the open-ended questions will be especially helpful to the instructor.

Please mark each statement with the appropriate response:

1	2	3	4	5	n/a
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable to this course

## RATE the INSTRUCTOR

1	The instructor displayed enthusiasm when presenting course material.	1	2	3	4	5	
2	The instructor related material to real-life situations.	1	2	3	4	5	
3	The instructor showed concern that the students learned the material.	1	2	3	4	5	
4	The instructor held my attention in lectures and discussions.	1	2	3	4	5	
5	The instructor encouraged students to express opinions.	1	2	3	4	5	
6	The instructor responded to questions in a respectful and appropriate manner.	1	2	3	4	5	
7	The instructor presented material in an organized manner.	1	2	3	4	5	
8	The instructor made adequate use of technology when appropriate	1	2	3	4	5	
9	The instructor's grading of tests and assignments was reasonable and fair.	1	2	3	4	5	
10	The instructor suggested further activities or sources that may add to the understanding or knowledge of course topics.	1	2	3	4	5	
11	The instructor provided timely and helpful feedback on tests and assignments.	1	2	3	4	5	
12	The instructor was approachable and available outside the classroom.	1	2	3	4	5	
13	The instructor communicated high expectations of the students.	1	2	3	4	5	
14	Overall, the instructor taught effectively.	1	2	3	4	5	

## RATE the COURSE

15	Overall, this course was effective in helping students learn.	1	2	3	4	5	
16	The amount of material the instructor attempted to cover was reasonable.	1	2	3	4	5	
17	The amount of reading was reasonable.	1	2	3	4	5	
18	The difficulty of assigned reading was appropriate.	1	2	3	4	5	
19	The course stimulated my interest in the subject matter.	1	2	3	4	5	
20	The organization of the course contributed to effective student learning.	1	2	3	4	5	
21	The course provided insights valuable for becoming a	1	2	3	4	5	

	servant-leader in the church and world.						
22	The homework assignments contributed to my understanding of the course material.	1	2	3	4	5	
23	This course improved my knowledge and/or skills in this subject.	1	2	3	4	5	
24	The course engaged students personally and intellectually.	1	2	3	4	5	
25	I would recommend this course.	1	2	3	4	5	

Written Comments

26. What were the strengths of this course?

27. What suggestions could you make for improving this course?

Student background:

PLEASE CIRCLE THE APPROPRIATE RESPONSE. The instructor will not receive any information that could identify the response of individual students.

This form should be submitted to the Administrative Secretary's office when completed.

# Faculty Development Request Form

---

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Needed by . . .	Amount:	Make check payable to ...
	\$	
	\$	
	\$	

Total Budgeted: \$ 750.00  
Previously Spent: \$ \_\_\_\_\_  
This Request: \$ \_\_\_\_\_  
Total Spent YTD: \$ \_\_\_\_\_

---

### Administrative Approval

\_\_\_\_\_  
VICE PRESIDENT OF ACADEMIC AFFAIRS

\_\_\_\_\_  
Date

*Acknowledgement by Business Office:*

\_\_\_\_\_  
Business Office

\_\_\_\_\_  
Date

*If the item has already been purchased, please attach a receipt to the form when submitting it to the Business Office. If this is an advance of funds, please be sure to bring a receipt to the Business Office following the use of the funds.*

# Faculty Professional Data Update Form

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Name: \_\_\_\_\_

1. Professional Development

- A. Meetings of Professional Seminars and Learned Societies attended this past year (please include the name, location, and topic of the meeting):
- B. Graduate degree courses completed this past year (*please submit updated transcripts*). Please include course title, institution, and credits earned:
- C. Publications, honors, or awards from the past academic year (please give complete information regarding bibliography or nature of award/honor):
- D. Professional and learned societies of which you are a member:

2. Research Projects

- A. Describe any present research project:
- B. Future Research Projects:
- C. Writing/Publication Plans:

3. Service

- A. Describe service to the College (*beyond the normal expectation of the position*):
- B. Describe service to the Church:
- C. Describe service to the Community:

# Faculty Self-Evaluation Form



Please rate yourself on the following items. Each item is rated on a scale of [1] to [5] (lowest to highest). Rate yourself according to the numerical progression. This should be done at least annually and is totally for your own benefit and insight as you develop a personal developmental plan.

- [1] [2] [3] [4] [5] I prepare syllabi for each course and keep them current to the term during which the course is offered.
- [1] [2] [3] [4] [5] My approach to teaching conforms to the instructions, requirements, and expected outcomes stated in the syllabus.
- [1] [2] [3] [4] [5] I submit my grades to the Registrar on time.
- [1] [2] [3] [4] [5] I am sensitive to the need to maintain a friendly, productive, and cooperative spirit among the faculty and student body.
- [1] [2] [3] [4] [5] I make time available for individual help, advising, etc., as needed by students, even going beyond regularly scheduled classes and office hours.
- [1] [2] [3] [4] [5] I serve faithfully on committees and/or special assignments as designed by the administration.
- [1] [2] [3] [4] [5] I have attended a scholarly meeting or convention of academic peers in the last two years.
- [1] [2] [3] [4] [5] I attend the scheduled chapel meetings a minimum of once a week.
- [1] [2] [3] [4] [5] I take advantage of every opportunity to recruit students.
- [1] [2] [3] [4] [5] I attend faculty meetings regularly.
- [1] [2] [3] [4] [5] I plan my courses so that students will need to do research, e.g., Library, Internet.
- [1] [2] [3] [4] [5] I use teaching methods that produce a high degree of student interaction and discussion.
- [1] [2] [3] [4] [5] I encourage my co-laborers in their work.
- [1] [2] [3] [4] [5] I represent GLCC before all her constituencies in a positive and constructive manner.
- [1] [2] [3] [4] [5] I am always looking for methods and materials that will improve my effectiveness.
- [1] [2] [3] [4] [5] The College provides adequate resources for me to be effective in my classes.
- [1] [2] [3] [4] [5] I am impressed with my colleagues and their commitment to teaching and their concern for the students.
- [1] [2] [3] [4] [5] I have published materials in respected/refereed journals in the past two years.
- [1] [2] [3] [4] [5] Discipleship continues to be a personal priority in my life.
- [1] [2] [3] [4] [5] My overall teaching load is fair and reasonable.



# Peer Observation Form

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Observer: \_\_\_\_\_

Instructor: \_\_\_\_\_ Fall Spring 20 \_\_\_\_\_

Course Evaluated: \_\_\_\_\_ Day/Time: \_\_\_\_\_

Please respond by marking an item on the scale, [1] being strongly disagree and [5] being strongly agree, noting to what degree the statement applies to the class being observed, e.g. "The course objectives in the syllabus are clear and measurable," if you disagree that they are, you might darken a 1 or 2, if you agree, a 4 or 5, if unsure, a 3. Circle *NA* if the item is not applicable. You may also offer any additional comments you feel are relevant or may assist your colleague in his or her teaching task.

## Course Developments

1. The course objectives in the syllabus are thorough in reference to the objectives of the degree program. [1] [2] [3] [4] [5] [NA]
2. The course objectives in the syllabus are clear and measurable. [1] [2] [3] [4] [5] [NA]
3. The course procedures in the syllabus are outlined thoroughly. [1] [2] [3] [4] [5] [NA]
4. The bibliography in the syllabus is current. [1] [2] [3] [4] [5] [NA]
5. The bibliography in the syllabus is thorough. [1] [2] [3] [4] [5] [NA]
6. The course requirements are appropriate to a course of this level. [1] [2] [3] [4] [5] [NA]
7. The course requirements are appropriate for a course worth this amount of credit. [1] [2] [3] [4] [5] [NA]
8. Assigned readings enhanced the classroom learning experience. [1] [2] [3] [4] [5] [NA]
9. Course projects require extensive library usage that encourage the development of research and writing skills. [1] [2] [3] [4] [5] [NA]
10. Course project(s) enhance the learning experience of the total course. [1] [2] [3] [4] [5] [NA]

## Classroom Procedures

11. The instructor's presentation proceeded in a coherent manner. [1] [2] [3] [4] [5] [NA]
12. The instructor's presentation was related to the course's subject and/or objectives as described in the syllabus. [1] [2] [3] [4] [5] [NA]
13. The instructor's presentation was interesting. [1] [2] [3] [4] [5] [NA]
14. The instructor's presentation was informative/enlightening. [1] [2] [3] [4] [5] [NA]
15. The instructor communicates with the students in an effective manner. [1] [2] [3] [4] [5] [NA]
16. The instructor uses audio-visual technologies in an effective manner. [1] [2] [3] [4] [5] [NA]

17. The instructor appeared to be adequately prepared for the course. [1] [2] [3] [4] [5] [NA]
18. The instructor behaved in an appropriate manner for the course. [1] [2] [3] [4] [5] [NA]
19. The instructor managed time effectively. [1] [2] [3] [4] [5] [NA]
20. The structure of the class session allows for an appropriate amount of student participation. [1] [2] [3] [4] [5] [NA]

Peer Evaluation Debriefing Meeting

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Locale: \_\_\_\_\_

# Request for Reimbursement for Independent Study Form

---

Faculty Member: \_\_\_\_\_ Phone: \_\_\_\_\_

REIMBURSEMENT for INDEPENDENT STUDY for the FOLLOWING STUDENTS:

Student Name	Course Name	Hours
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

I AM TEACHING the FOLLOWING REGULARLY SCHEDULED CLASSES:

Course Name	Hours
_____	_____
_____	_____
_____	_____
_____	_____

*I REQUEST REIMBURSEMENT for \_\_\_\_\_ HOURS of INDEPENDENT STUDY.*

Approval by VICE PRESIDENT OF ACADEMIC AFFAIRS: \_\_\_\_\_

Date: \_\_\_\_\_

Acknowledgment by Business Office: \_\_\_\_\_ Date: \_\_\_\_\_

# Request for Reimbursement for Course Overload Hours Form

---

Faculty Member: \_\_\_\_\_ Phone: \_\_\_\_\_

I AM TEACHING THE FOLLOWING REGULARLY SCHEDULED CLASSES:

Course Name	Hours
_____	
_____	
_____	
_____	
_____	
_____	

I REQUEST REIMBURSEMENT (at adjunct rate) FOR \_\_\_\_\_ HOURS OF OVERLOAD:

Approval by VICE PRESIDENT OF ACADEMIC AFFAIRS: \_\_\_\_\_

Date: \_\_\_\_\_

Acknowledgment by Business Office: \_\_\_\_\_ Date: \_\_\_\_\_

# Vice President of Academic Affairs Evaluation Form

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The purpose of this survey is to provide quantitative data on the performance of the Vice President of Academic Affairs (VPAA) as perceived by administrators, faculty, and support staff in identified areas of responsibility.

## My working relationship with the Vice President of Academic Affairs is:

- Administrator       Full and Part Time Faculty       Adjunct Faculty       Support Staff

## As an Administrator:

1. The VICE PRESIDENT OF ACADEMIC AFFAIRS's management style is:

- Authoritarian       Authoritative       Democratic       Laissez faire

(Rate the following on a scale of 1 "strongly disagree" to 5 "strongly agree".)

- |    |   |   |   |   |   |   |
|----|---|---|---|---|---|---|
| 2. | The procedures and policies established by the VICE PRESIDENT OF ACADEMIC AFFAIRS adequately monitor the level and quality of student education.  | 1 | 2 | 3 | 4 | 5 |
| 3. | Limited funds are managed equably to assure that all areas of study offer quality education.  | 1 | 2 | 3 | 4 | 5 |
| 4. | The atmosphere of community is created among administrators, faculty, and staff which fosters teamwork by the VICE PRESIDENT OF ACADEMIC AFFAIRS. | 1 | 2 | 3 | 4 | 5 |
| 5. | The VICE PRESIDENT OF ACADEMIC AFFAIRS makes himself available to faculty, staff, and students.   | 1 | 2 | 3 | 4 | 5 |

## As a Communicator:

- |    |  |   |   |   |   |   |
|----|--|---|---|---|---|---|
| 6. | Instructions for job expectations are given to co-workers clearly and openly.  | 1 | 2 | 3 | 4 | 5 |
| 7. | Information affecting a co-worker's job is given to them in a timely and straightforward manner.                             | 1 | 2 | 3 | 4 | 5 |
| 8. | The VICE PRESIDENT OF ACADEMIC AFFAIRS shares thoughts and ideas to assist others to complete the projects assigned to them. | 1 | 2 | 3 | 4 | 5 |
| 9. | The VICE PRESIDENT OF ACADEMIC AFFAIRS is an active listener.  | 1 | 2 | 3 | 4 | 5 |

## Relationships with administrators, faculty, and staff are developed by:

- |     |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|
| 10. | Being receptive to suggestions and comments of others.        | 1 | 2 | 3 | 4 | 5 |
| 11. | Being encouraging to co-workers as they perform their duties. | 1 | 2 | 3 | 4 | 5 |

- |     |  |   |   |   |   |   |
|-----|--|---|---|---|---|---|
| 12. | Being sensitive to co-workers' time and schedule constraints when assigning tasks. | 1 | 2 | 3 | 4 | 5 |
| 13. | Allowing people to complete tasks assigned to them without superseding their work. | 1 | 2 | 3 | 4 | 5 |
| 14. | Effectively helps to mediate and resolve conflicts.                                | 1 | 2 | 3 | 4 | 5 |

**Integrity is demonstrated by:**

- |     |  |   |   |   |   |   |
|-----|--|---|---|---|---|---|
| 15. | Actions and decisions show there is a clear vision for the academic program of the school.   | 1 | 2 | 3 | 4 | 5 |
| 16. | Instilling a feeling with all faculty, staff, and students that they can be assured of a fair and equable consideration of their concerns. | 1 | 2 | 3 | 4 | 5 |

The Vice President of Academic Affairs demonstrates Christian character when dealing with faculty, staff, administrators, school constituents and students.	1	2	3	4	5
---	---	---	---	---	---

Overall performance of the Vice President of Academic Affairs.	1	2	3	4	5
--	---	---	---	---	---

COMMENTS: