

2026-2027



Great Lakes
Christian College

Intellectual, Spiritual & Personal Growth

Faculty Handbook

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

—★ KEY ★—

All sections apply
to full-time faculty.



PART-TIME

This section also
applies to part-time
faculty (non-adjunct).



ADJUNCT & PART-TIME

This section also
applies to both adjunct
and part-time faculty.

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Policies, Guidelines, & Procedures

2026 - 2027

Academic Freedom, Statement of



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



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:

- Using another student’s work to complete your own assignment or having another person or program—such as ChatGPT or Grammarly—complete your work for you, unless doing so is part of the assignment instructions.
- Plagiarizing: failing to document quoted 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.
- Submitting the same assignment for different classes without written permission from both professors.
- Making any other attempt to deceptively receive an unearned grade.

Violations of this policy will be handled in the following manner:

First Offense

- The first time a student is found guilty, he or she will fail the assignment in which the violation occurred.
- The professor will inform the Academic Dean of this violation, and the Dean will add the student’s name to a list of academic offenders.
- First time offenders must meet with the Director of Student Success for personal instruction regarding academic integrity and how to avoid violations going forward. Failure to attend this meeting and any follow-up meetings deemed necessary results in failure of the class in which the violation occurred.

Second Offense

- Once any faculty member confronts and reports a student for academic dishonesty, the next reported violation will be treated as a second offense.
- Students who commit a second offense automatically fail the course in which the second violation occurs.
- Second offenders must meet again with the Director of Student Success for continued guidance. Failure to attend this meeting and any follow-up meetings deemed necessary results in academic suspension.

Third Offense

- Students who commit a third academic offense will face immediate academic suspension.

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

Acceptable Evidence of Academic Integrity Violation

1. Documentary Evidence
 - Copies of student work (e.g., essays, exams, lab reports) showing similarities to outside sources or other students' submissions
 - Source materials that were plagiarized (e.g., webpages, journal articles, books)
 - Submission metadata (e.g., timestamps showing inconsistencies, file history, or unusual edit patterns)
 - Screenshots of online communications or platforms showing unauthorized collaboration
2. Digital Forensics
 - Similarity reports from plagiarism detection tools
 - Logs from Populi showing login activity, file access, or unusual exam behavior
 - IP address tracking showing multiple students submitting from the same location at the same time
3. Eyewitness Testimony
 - Statements from faculty, staff, or proctors who observed cheating or misconduct
 - Statements from students who witnessed or were asked to participate in academic dishonesty
4. Confessions or Admissions
 - Written or recorded admissions by the student
 - Emails or messages sent by the student acknowledging the act
5. Physical Evidence
 - Unauthorized materials brought into an exam room (e.g., cheat sheets, notes written on a student's body or clothing)
 - Possession of another student's work or exam paper without adequate explanation
6. Behavioral Evidence
 - Inconsistencies in student performance (e.g., dramatic improvement in writing ability)
 - Failure to replicate or explain one's own work when questioned



Academic Regalia

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 are welcome to participate but must notify the administrative secretary (kfeldpausch@glcc.edu or 517.321.0242 x 100) at least two weeks before the occasion.

Advising Students



Academic advising is an essential component of higher education. 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 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 clear up-to-date information about course schedules and registration deadlines. He or she will provide a graduation audit for students who complete the "Intent to Graduate" form as they approach the last 2-3 semesters of their program.

If a student changes majors, the adviser should ensure that the student completes the "[Change of Adviser](#)" form (available through Populi under "Forms") and follows the procedures listed on it.

The current academic advisers are listed on the next page.

Programs of Study

Advanced Biblical Studies _____	Peters
Bible & Theology _____	Long
Business Administration _____	Rockett
Accounting _____	Vanator
Entrepreneurship _____	Rockett
Finance _____	Rockett
Management _____	Rockett
Marketing _____	Rockett
Compassionate Care _____	Macias
Early Childhood Education (B.A. & A. A.) _____	Griffin Rockett
Family Life Education _____	D. Lambright
History _____	Walker
Humanities (A.A. & A.S.) _____	Walker, Starr
Interpersonal & Organizational Communication _____	Lang
Ministry _____	Jones
Children's Ministry	
Church Planting	
Cross-Cultural Ministry	
Pastoral Ministry	
Youth Ministry	
Worship Ministry _____	Hetrick
Music _____	Hetrick
Single Instrument Emphasis	
Worship Arts Emphasis	
Psychology & Counseling _____	Parks
Social Science _____	Walker
Sports Management _____	Balogh
Undecided _____	Walker

Supplemental Minors

Bible & Theology _____	Long
Business Administration _____	Rockett
Family Life Education _____	D. Lambright
History _____	Walker
Interpersonal & Organizational Communication _____	Lang
Music _____	Hetrick
Youth Ministry _____	Jones
Psychology _____	Parks
Social Science _____	Walker
Sports Management _____	Balogh
Youth Ministry _____	Jones

Alcohol & Other Drug Policy



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 & 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, (517) 364-7700.

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. The 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 are 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. College employees are prohibited from consuming alcohol at events where students are interacting socially with College employees. College employees may not attend any school-related event within eight hours of consuming alcohol. 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.

4. Relationship to Alcohol: Employees will avoid talking casually with students or when students are present, about their fondness for alcohol. Staff are prohibited from displaying alcohol memorabilia, paraphernalia, or any logos for alcoholic beverages in their offices or on their person or possessions.

5. Classroom Discussion: If questions about alcohol come up in the classroom, staff may respond by explaining how the Bible talks about the subject and how Christians in general might behave in a way that is consistent with how the Bible talks about the subject.

Tobacco Policy

Great Lakes Christian College is a tobacco free campus. Possession and use are 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 & 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 regarding 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 Council. 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

A GLCC counseling intern is willing to meet free of charge with any student who desires it. If the student isn't comfortable meeting with the intern, the Dean of Students, Campus Life Coordinator, 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 & Improvement Process



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 carry out a biennial assessment and improvement process that includes 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.
2. Check for alignment between the curriculum and the objectives.
3. Develop an assessment plan. This plan describes the data that is 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.
4. Gather evidence about how well students are meeting the objectives.
Instructors who teach courses in which assessment data are embedded should provide this data to the champion of that major or core competency. The champion should touch base with this instructor at the beginning of the semester to make sure they are planning to do so and to establish a timeframe for transmitting the data to the champion.

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. We assess data in two areas: major programs and core competencies. The main adviser for each major is responsible for examining and evaluating the assessment data for his or her area. Committees of qualified faculty members will be appointed to evaluate the data concerning each of the core competencies. Majors will be evaluated on even academic years (e.g., 2026-27) and Core Competencies will be evaluated on odd academic years (e.g., 2025-26). Our full faculty meet for several days in May for initial reports and again in August for updates and follow-up items. Chapel, Community Service, College Success, and the Master of Practical Theology program will be evaluated on odd years along with Core Competencies. Assessment reports for the Online Program will be delivered during the August meetings.

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

Plans to Improve the Assessment and Improvement Process

During this process, the faculty will also 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 is collected, or modify the structure or timeline of the whole process.

Development of Assessment Reports

After an assessment report has been reviewed by the faculty and adjusted in light of feedback, it must be uploaded to the GLCC Faculty Google Drive no later than September 30 of each year. 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)
7. Assessment Success Stories (when relevant)

Mid-cycle reports should be submitted the following year for any assessments that include plans for improvement. For example, if majors were assessed in 2025, anyone who had follow-up work to complete will update their major report and share their progress with the faculty during assessment meetings in 2026, even though the majority of the 2026 assessment will focus on core competencies assessments.

Attendance / Absences, Faculty



As a fully accredited institution that receives Federal Financial Aid, GLCC must adhere to federal guidelines regarding the amount of work and classroom time appropriate to a credit hour. Faculty are, therefore, expected to be prepared and present in their assigned classes for the time designated in the syllabus.

In the event of a planned absence, instructors must complete the "[Cancellation Form](#)" found under "Forms" in Populi prior to the absence. If cancelling due to an illness, complete the Cancellation Form, notify the students by email, and plan a way to make up the missed material. Complete the form even if you have to do it *after* the missed class. The form responses serve as our record for faculty attendance.

If a professor is late, students are expected to remain in the classroom for 15 minutes, after which time they may leave.

Excessive absences or tardies may result in consultation with the VPAA to clarify, correct, or make suitable arrangements.



Attendance / Absences, Student

All GLCC classes follow a uniform attendance policy that promotes class attendance, sets clear expectations, remains fair and equitable, and provides flexibility. This policy takes two forms—one for classes that meet twice weekly and another for block classes (2-4 credit classes that meet only once a week).

Twice Weekly Classes

1. To attend means to be physically present for the entire class session. Only under exceptional circumstances should a student leave the room in the middle of class. Students who leave the room for more than 10 minutes will be marked absent unless they provide an explanation that the professor finds satisfactory.
2. Failure to arrive for class on time or stay until the end of class counts as $\frac{1}{2}$ an absence. Two tardies or early departures therefore count as one absence. A student who is more than 15 minutes late or who leaves class more than 15 minutes before class ends will be marked absent unless they provide an explanation that the professor finds satisfactory.
3. A student may miss 6 classes for any reason without penalty. These will be considered “Excused” in Populi. All additional absences will lower a student’s “Attendance Grade” by 3.33 points (e.g., from 100 to 96.66).
4. Failure to fully attend 50% of the class sessions (16 absences, including excused absences and absences resulting from arriving late or leaving early) results in 0.0 for the class.

Block Classes

1. To attend means to be physically present for the entire class session. Only under exceptional circumstances should a student leave the room in the middle of class. Students who leave the room for more than 10 minutes per half of a block class (excluding professor assigned breaks for the whole class) will be marked absent unless they provide an explanation that the professor finds satisfactory.
2. Failure to arrive for class on time or stay until the end of class counts as $\frac{1}{2}$ an absence. Two tardies or early departures therefore count as one absence. A student who is more than 15 minutes late or who leaves class more than 15 minutes before class ends will be marked absent unless they provide an explanation that the professor finds satisfactory.
3. A student may miss 3 classes for any reason without penalty. These will be considered “Excused” in Populi. All additional absences will lower a student’s “Attendance Grade by 3.33 points (e.g., from 100 to 96.66).
4. Failure to fully attend 50% of the class sessions (8 absences, including excused absences and absences resulting from arriving late or leaving early) results in 0.0 for the class.



Attendance / Tracking in Populi

When building your class, be sure to use Populi’s default Attendance assignment function. When you do so, Populi will automatically calculate the student’s attendance grade, and students can see how they are doing in real time. Entering attendance is straightforward, but for Populi to automatically calculate the student’s attendance grade, professors need to be deliberate in how they enter absences and tardies. Here are all the factors, beginning with the simplest:

When a Student is Present for the Entire Class

- Select “Present”

When a Student is Absent for the Entire Class

- In classes that meet twice a week, all students receive 6 “Excused” absences to use for any reason. So,
 - The first 6 times a student is absent, simply mark them “Excused.”
 - After the 6th absence, mark all future absences as “Absent.”
 - At that point, Populi will begin marking their attendance grade down 3.33 points per absence (e.g., from 100 to 96.66).
- In classes that meet once a week, all students receive 3 “Excused” absences to use for any reason. So,
 - The first 3 times a student is absent, simply mark them “Excused.”
 - After the 3rd absence, mark all future absences as “Absent.”

- At that point, Populi will begin marking their attendance grade down 6.66 points per absence (e.g., from 100 to 93.33).

When a Student Is Late for Class or Leaves Class Early

- GLCC's policy is that 2 tardies are counted as 1 absence.
 - The tricky part is that tardies that add up to an absence should be counted as "Excused" before all excused absences have been used up and then as "Absent" afterward.
 - Populi is unable to deal with this sort of complexity, so we have to follow a specific process to keep track of lates and to ensure that Populi factors them properly in the grade.
- The first time a student is late or leaves early, simply mark the student as "Tardy" **and** then type "Tardy 1" in the "Attendance Note" box.
- The second time a student is late or leaves early, mark the student "Excused" if they have not yet used up all their excused absences and "Absent" if they have already used all their excused absences. Then type "Tardy 2" under "Attendance Note." After the third instance, mark the student "Tardy" and type "Tardy 3" under "Attendance Note." After the fourth, mark them "Excused" or "Absent" and type "Tardy 4" under "Attendance Note."
- Follow this pattern, alternating between "Tardy" and "Absent" (or "Excused" when relevant) so the end result is that for every 2 tardies a student is given an absence, and we have attendance notes that show when absences result from tardies.

Pro Tip

- We recommend that professors keep a one-page hard copy attendance sheet for every course. This enables them to see a student's attendance history at a glance, which makes it easier and quicker to enter attendance records properly into Populi.

Calendar Events



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 ☒
- Registration Days (including mid-summer)
- Special Academic Events (e.g., Presidential Inauguration ☒)
- ☒ Academic Regalia required

Chapel

Great Lakes Christian College views chapel as an important part of the process of spiritual formation. Students receive 0.5 credits per semester (free of charge) for a grade of "Satisfactory" in Chapel. Chapel is regularly scheduled on Tuesday (corporate worship) and Friday (small groups). All students are encouraged to attend chapel every semester. However, to receive a diploma all full-time students must receive a "Satisfactory" chapel grade a specific number of semesters depending on how long they study at GLCC:

- Students earning a bachelor's degree must complete 6 semesters.
- Students earning an associate's degree must complete 3 semesters.

- Students who transfer 12-24 credits of coursework into a bachelor's degree must complete 5 semesters.
- Students who transfer 25+ credits of coursework into a bachelor's degree must complete 3 semesters.

To achieve a "Satisfactory" grade for EACH semester, students must do two things:

- They must accumulate no more than 7 absences for the semester between Chapel AND Small Groups (not 7 each).
- They must scan their Student ID card upon entering and leaving a chapel session. (Small group leaders will take attendance manually on Fridays.)

If a student has not completed chapel requirements by the beginning of the final semester, the student may satisfy the requirement with a 3 credit Bible & Theology elective course. That course may count as an elective course in the student's program.

Community Service



Great Lakes Christian College views service as a vital part of the mission of preparing servant-leaders for the church and world. Students serve in a variety of capacities in churches, parachurch organizations, and in the community on a regular basis. To receive a diploma, Great Lakes requires that all full-time students receive a "Satisfactory" service grade for a specific number of semesters depending on how long they study at GLCC:

- Students earning a bachelor's degree must complete 6 semesters.
- Students earning an associate's degree must complete 3 semesters.
- Students who transfer 12-24 credits of coursework into a bachelor's degree must complete 5 semesters.
- Students who transfer 25+ credits of coursework into a bachelor's degree must complete 3 semesters.

To achieve a "Satisfactory" grade for EACH semester, a student must do two things:

- Serve at least 15 hours during the semester (reporting properly to the Director of Community Service)
- Receive a satisfactory evaluation from the Director of Community Service and a field observer

If any student is unable to fulfill the Community Service requirement, they can make up for 3 semesters of service by taking the 1 credit online Christian Service course (GS 103). If they need to make up for 6 semesters, they may take any 3 credit Bible & Theology elective. Both the 1 credit and the 3 credit course must be taken on top of all other course requirements, which ends up requiring an additional 1 or 3 credits to graduate. Students who have not satisfied the requirement by the beginning of their last semester must enroll in the appropriate course that semester.

The College provides guidance via the Community Service Director and academic advisers concerning specific service opportunities of the students' choosing. Students with questions about the program are encouraged to reach out to the Community Service Director.

A "Christian Service" award in the form of a \$500.00 grant is awarded annually in the Spring Semester to one male and one female freshman who have offered exemplary service during their freshman year. This grant is sponsored by the Duplain Church of Christ, St. Johns, Michigan.

Classification, Faculty



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. Should 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, 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) from August 1 through May 31.

Classification, Student



Students enrolled in regular degree 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 student taking classes for credit but not pursuing a degree
- A.L.P. 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

Certificate Program Policy



Graduates of Great Lakes Christian College certificate programs may choose to either:

1. Receive their certificate by mail, or
2. Be recognized at the next scheduled Commencement ceremony.

Commencement, held annually in May, is the College's standard venue for awarding certificates. All certificate recipients for the academic year will be listed in the Commencement program, but only those in attendance will have their names announced. GLCC currently offers EQUIP, Servant Leadership Foundation, and Graduate Certificates.



Classroom Management

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. The College recognizes Faculty members are essential agents in 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 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. The College expects all Faculty to uphold the following standards:

1. Each member of the Faculty shall respect the person and 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 should 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 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 developing these skills:

- Continuing 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 a recorded 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. When possible, textbooks should be chosen from books available through Perlego, EBSCO, OpenStax, or other legitimate free digital sources. Exceptions should be cleared with the Special Assistant to the VPAA.

Classroom & Office Supplies

Faculty can find classroom supplies in the Mailroom. They may purchase supplies for personal use through the Bookstore. Classroom aids, such as technological applications that require funds, must be approved by the VPAA prior to ordering. For Adjunct Faculty who teach in the evenings, the Adjunct Office will be kept stocked with extra classroom supplies, since the Mailroom is locked after regular business hours.

Faculty Dress Code

Employees working in College classrooms or offices, where they interact with the public, are expected to wear attire appropriate to a professional environment. Supervisors may allow alternative dress for positions such as maintenance, the cafeteria staff, and wherever else the work calls for alternative dress. Faculty and instructional staff are expected to dress at least business casual when teaching or attending formal meetings. The College observes Casual Fridays, when T-shirts, hoodies, and other casual clothing are acceptable.

Homework Standards

In keeping with federal guidelines, 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 expectations of student performance should increase over the course of their academic programs.

Enrollment Requirement



Required courses for general education, Bible & Theology Major & Minor, 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.

College Information



Mailing Address

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

Main Phone 517-321-0242

Email glcc@glcc.edu

Vice President of Academic Affairs jnugent@glcc.edu

Web www.glcc.edu

Special Assistant to the VPAA hbunce@glcc.edu

Accredited by the

Higher Learning Commission
www.hlcommission.org

Affiliated with the

Association for Biblical Higher Education
www.abhe.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

Member of the

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

Member of the

Michigan Independent Colleges & Universities
for promoting private, independent, nonprofit education institutions in the State of Michigan

Participant in the

Michigan Transfer Network
for easily transferring general education credits to or from other Michigan colleges

Committee Assignments

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:

- Academic Advisory Committee: meets with the VPAA as needed to review all proposals that significantly impact the curriculum before they are brought to the full faculty
- Library Committee: meets with the librarian at least once a semester to discuss significant developments and new initiatives to improve various library services
- Student Conduct Council: meets with student life leaders as needed to address problematic student conduct issues
- Student Retention Committee (formerly, Academic Standing Committee): meets with representatives of various departments twice a month to identify students who struggle to succeed in college and formulate plans to help them achieve their goals better.

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—“The Core Six”



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 they seek to develop in all students:

1. 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.
2. SELF-UNDERSTANDING: Graduates will be able to recognize and evaluate their personality, strengths, weaknesses, and spiritual gifts in the context of their family of origin and life experiences.
3. CULTURAL HUMILITY: Graduates will be able to acknowledge their own and others’ embeddedness in cultures and to evaluate and engage this embeddedness in relationship to the culture of the new humanity founded in Christ.
4. CRITICAL THINKING: Graduates will demonstrate a habit of the mind that is characterized by the comprehensive exploration of issues, ideas, and events, based upon the careful selection and evaluation of information used as evidence before accepting or formulating an opinion or conclusion.
5. WRITTEN COMMUNICATION: Graduates will be able to organize and present their conclusions, ideas, opinions, feelings, and beliefs to others in written form.
6. INTERPERSONAL COMMUNICATION: Graduates will be able to interact with other people one-to-one and in groups by applying skills in conversation, listening, conflict resolution, collaboration, and consensus-building.

Levels and Criteria of Core Competencies

GLCC has 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 and can be evaluated by the faculty. Identifying these allows both students and faculty to know when students have advanced to another level of competency. The faculty mapped the competencies to the curriculum. Professors identified which level of each competency courses address. A grid depicts how thoroughly the curriculum addresses each level. Professors 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 to identify ways 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.

KINGDOM MISSION		
Beginning	Intermediate	Advanced
- Recognizes the need for spiritual growth. - Recognizes central Christian beliefs. - Regularly attends local church gatherings. - Recognizes basic Christian ethics. - Explains the Biblical teachings on servanthood. - Articulates God's will for the world.	- Begins practicing disciplines that promote spiritual growth. - Adopts central Christian beliefs and commits to developing a Christian worldview. - Forms a network of relationships within a local church. - Embraces Christian ethics and begins to apply them in daily life. - Incorporates the Biblical teachings on servanthood in their daily lives. - Accepts God's call to bear witness to his kingdom to the world.	- Consistently practices disciplines that promote spiritual growth. - Guides others in developing a Christian worldview. - Actively serves in a local church. - Consistently applies Christian ethics in daily life. - Serves others joyfully and consistently. - Actively seeks opportunities to bear witness to God's kingdom to the world.
SELF-UNDERSTANDING		
Beginning	Intermediate	Advanced
- Discovers and identifies personal weaknesses. - Articulates areas of strength and potential - Discovers talents and spiritual gifts - Identifies own values and convictions as reflected in life and behavior.	- Evaluates weaknesses in light of Christian maturity. - Analyzes employment of strengths and realization of potential. - Assesses breadth and scope of giftedness and inherent talent. - Evaluates values and convictions in relation to Christian maturity.	- Develops strategies for improving areas of weakness. - Takes steps to maximize potential and improve upon strengths. - Cultivates practices to develop talents and gifts. - Pursues a plan to align values and convictions with Biblical principles.
CULTURAL HUMILITY		
Beginning	Intermediate	Advanced
- Identifies people, places, works and events central to culture. - Identifies elements and issues essential to cultural understanding. - Indicates knowledge of cultural difference. - Relates current cultural issues to their components in the past.	- Compares and contrasts essential cultural elements. - Analyzes various racial, legal, and moral perspectives in various cultures. - Demonstrates an openness to cultures and behaviors which are not one's own. - Analyzes historical development of a cultural element or elements.	- Critiques elements of one's own culture that contribute to prejudice. - Explains the way fear, ignorance, and ethnocentrism contribute to cultural misunderstanding. - Formulates a strategy for fostering intercultural harmony. - Reflects on issues of superiority and inferiority engendered by one's culture or subculture.

CRITICAL THINKING		
Beginning	Intermediate	Advanced
- Identifies information, ideas, and arguments from a variety of viewpoints. - Recognizes the logical processes necessary to solve a problem. - Recognizes the biases and preconceptions that affect decision making. - Reflects on personal thinking processes and skills (thinking about how one thinks).	- Compares and contrasts relevant arguments and counterarguments. - Analyzes and appraises the premises and hypothesis relevant to the problem. - Assembles new concepts, criteria, or theories in light of evidence and reasoning. - Evaluates one's own and others' thinking strategies and ideas.	- Evaluates, synthesizes, or eliminates arguments to draw conclusions. - Decides upon a course of action to solve the problem. - Makes decisions based on legitimate criteria and reasoning. - Adjusts own thought processes through continual review and reflection.
WRITTEN COMMUNICATION SKILLS		
Beginning	Intermediate	Advanced
- Defines the need for information. - Identifies a variety of types of potential sources for information. - Considers the costs and benefits of acquiring needed information. - Reevaluates the nature and extent of needed information. - Retrieves information online or in person using a variety of methods. - Extracts, records, and manages information and its sources. - Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.	- Selects the most appropriate investigative methods for accessing needed information. - Constructs, implements, and refines effectively designed search strategies. - Summarizes the main ideas to be extracted from the information gathered. - Articulates and applies initial criteria for evaluating both the information and its sources. - Determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.	- Synthesizes main ideas to construct new concepts. - Compares new knowledge with prior knowledge to determine value added, contradictions, or other unique characteristics of the information. - Validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners. - Applies new and prior information to the planning and creation of a particular product or performance. - Revises the development process for the product or performance.
INTERPERSONAL COMMUNICATION SKILLS		
Beginning	Intermediate	Advanced
- Defines the purpose behind any communicative act. - Recognizes the uniqueness of a particular audience in respect to an intended message. - Indicates the necessary message/information to be sent in a chosen channel.	- Develops an effective strategy to accomplish the purpose of the communicative act. - Identifies the demographic and psychological (beliefs, values and attitudes) factors which could affect the comprehension of a given message. - Employs clarifying feedback within the context of others' communicative acts. - Designs and states the information/message in a concise and precise manner/channel.	- Implements effective strategies followed by an evaluation for future improvements. - Utilizes skills and techniques to deliver the intended message/information effectively to a specific audience. - Translates the message/information through the unique experiences and personality of the sender.



Course Numbering

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
500 - level	A master's level course

Courses Common to All Areas

490, 491, 492, 493	Special Studies, 1-3 hours, any semester Prerequisite: - Instructor approval - Guided research and investigations in an advanced area of study
495	Internships, 1-3 hours, any semester Instructor approval
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	FLE	Family Life Education	MKT	Marketing
BIO	Biology	GS	General Studies	MUS	Music
BT	Bible & Theology	HI	History	NT	New Testament
CC	Communication	HU	Humanities	OT	Old Testament
CE	Christian Education	IOC	Interpersonal &	PH	Philosophy
CHE	Chemistry		Organizational	POLS	Political Science
CM	Christian Ministries		Communication	PY	Psychology
CO	Counseling	LA	Biblical Languages	SC	Science
ECE	Early Childhood Education	LED	Leadership	SM	Sports Management
ECN	Economics	LI	Literature	SO	Sociology
ED	Education	MA	Mathematics	WM	Worship Ministry
EN	English	MGT	Business Management	YM	Youth Ministry
FIN	Finance				

Bible & Theology Courses



Credit by Exam / Advanced Placement Policy

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 15.5 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 1 or 2	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
Biology	BIO 150
Calculus	MA 200
Chemistry	CHE 180
College Algebra	MA 200
College Algebra—Trigonometry	MA 200
College Composition	EN 130
College Composition Modular	EN 130
College Mathematics	MA 200
Education Psychology, Intro to	ED 330
College Composition Modular	EN 130
History of the United States I	HI 250
History of the United States II	HI 251
Human Growth & Development	ED 220
Humanities	MU 100
Natural Sciences	Gen Ed. Sci. Req.
Psychology, Introductory	PY 150
Social Sciences and History	SO 270
Sociology, Introductory	SO 270
Statistics	MA 250
Trigonometry	MA 200
Western Civilization I	HI 140
Western Civilization II	HI 141

Credit for Prior Learning (CPL)



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 Academic 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)

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 the award of credit hours.

Deliberation Procedures, Faculty

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



[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

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.

Faculty Developmental Funds

Each full-time faculty member receives \$750.00 for development purposes. The funds run through the end of June and renew on July 1 each year.

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.

The [requisition form](#) to use these funds is located at the end of this handbook.

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 [Faculty Evaluation Schedule](#))

Annual Faculty Planning Meeting

In August the faculty, along with the VPAA, will conduct an extended faculty meeting of 2-3 workdays. 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 Conference, Society of Professors in Christian Education, American Academy of Religion, and Society of Biblical Literature. After faculty pay the Stone-Campbell Scholars Community fee, GLCC covers registration, transportation, housing, and food expenses to attend the Stone-Campbell Journal Conference. We do so because this conference uniquely promotes academic excellence, fellowship, and unity among the Christian Churches/Churches of Christ.

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.

Faculty Development Data Update

Each year in May, you will receive a reminder from the Assistant to the VP of Academic Affairs to complete the form to update your file on all professional developments, research projects, and service to GLCC, your church, and your community.

The basic content of this form is available in the form section of this handbook. The form can be found [here](#).

FACULTY POLICES



Evaluation Policy

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. 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, Intensive, and Evaluation Meeting) and the frequency at which they occur. See the "[Faculty Evaluation Schedule](#)" located at the close of this policy. Teaching VPAA's are subject to the same standards as an established faculty member.

Self-Evaluations

1. [Instructional Self-Evaluations](#)

These will be conducted by each faculty member every other year. They are for personal benefit to assess the instructor's teaching ability. They also aid in institutional assessment. An example of the "[Full-Time & Part-Time Faculty Self-Evaluation](#)" forms is located at the close of this handbook, but the form should be completed in Populi. Adjunct Faculty should complete [this form](#) instead.

2. [Faculty Professional Data Update](#)

This should be completed annually by every faculty member. The Special Assistant to the VPAA will send a reminder out the first week of May, and [the form](#) should be completed by May 30. For reference, see the "Faculty Professional Data Update" form at the end of this handbook.

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 for reference. Students complete a digital form that appears in each Populi course near the end of the semester.

Peer Evaluations

Peer reviews will be conducted every two years for all faculty—full-time and adjunct. The faculty observer attends a class session of the faculty member chosen to be observed and reviews the course syllabus. Using the "[Peer Evaluation Form](#)" (PEF) at the end of this handbook, the faculty observer can record his or her impressions of the instructor. A copy of the completed PEF form is then given to the instructor. The observer and instructor then meet to discuss the evaluation. This document is signed by both parties, and the reviewer submits it to the VPAA to be archived.

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 will 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. The faculty member being reviewed will also provide the VPAA with two completed forms—Faculty Self Evaluation ([Full-Time/Part-Time](#) or [Adjunct](#)) and [Faculty Professional Data Update Form](#)—which can be completed in Populi. 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.

Instructional Materials to be Reviewed

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

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.?
3. Bibliography using proper Turabian formatting and up-to-date resources

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?

Faculty Intervention Procedures

If assessment instruments reflect a faculty member's performance to be less than expected (as described in the 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.

Faculty Evaluation Schedule



Faculty to be Evaluated	Peer Evaluation	Self-Evaluation	VPAA Evaluation
Full-time	Spring – Even Years	Spring – Odd Years	Every four years
Part-time	Spring – Odd Years	Spring – Even Years	Every four years
VPAA	Spring – Even Years		
Adjunct	Spring or Fall depending on teaching schedule – Even Years	Spring or Fall depending on teaching schedule – Odd Years	Every four years
New Instructors	First Semester	First Semester	



Personal Leave Policy

A Personal Leave of Absence may be requested for the following reasons:

- Education – Granted for a maximum of six months. Extensions may be granted, subject to supervisor approval. The education must relate directly to the employee's job.
- Family Care – Granted for a maximum of ninety days, for the purpose of providing care for immediate family members who are suffering from a catastrophic injury, disability, or illness. The employee must return to work for six months before becoming eligible for another leave.
- Non-Disability Maternity – Granted for a maximum of ninety days during pregnancy and may extend into post-pregnancy.

Personal Leave must be requested in writing to the Vice President of Academic Affairs and is available only to those with one or more years of continuous service. All personal leave will be without pay and will become effective after all vacation time has been used.

The College will continue to make contributions to the employee's benefit package at the level in effect on the last day worked.

No holiday pay is available for an individual on Personal Leave. If Personal Leave extends from one fiscal year to the next, the individual will not be entitled to vacation time for the new contract year until after a return to work of at least fourteen calendar days. An individual on approved Personal Leave will have his or her continuous service preserved for vacation eligibility. Sick leave will not accumulate while on personal leave.

Sick Leave Policy



Full-time faculty do not accumulate sick leave the same as salaried employees. If faculty members become too sick to teach their classes, they may fill out the [Class Cancellation Form](#) found under "Forms" in Populi. They should notify their students by email as soon as possible and plan a way to make up the material another way.

In the event a faculty member's absence continues beyond eight consecutive days, they may be eligible for benefits under the College's disability insurance program. After the eighth consecutive day of absence due to illness, the faculty member shall file the proper disability forms with the Business Office. In certain cases of disability, the employee may be eligible to be paid up to a maximum of three months. Extensions of this time are granted at the discretion of the President.

Should a serious illness or accident take a professor out of the classroom for an extended period of time, the VPAA will determine how to cover the classes until the professor can return.

Vacation Policy



Full-time faculty members receive vacation benefits differently from other GLCC employees since they already have large periods of time off from classes and office hours when school is not in session. Faculty should avoid scheduling vacations during classes or during May and August since these months are used to wrap up Spring semester and kickoff Fall semester.

To avoid disrupting class sessions and missing scheduled faculty meetings, faculty should plan their vacations during one of the following school breaks:

- Thanksgiving Break
- Christmas/Semester Break
- Weeks of Service 1 or 2
- June and July

GLCC understands that the scheduling of certain events, like large family reunions, may be outside the employee's control. The VPAA may occasionally approve such time off during regular class sessions, but faculty should not expect to attend such events every year.

All vacations must be taken at a time approved by the VPAA.

Field Trips / Extracurricular Activities



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 Assistant to the VP of Operations. Those wishing to drive a school vehicle must complete the [Driver Qualifications Form](#) under "Forms" in Populi and provide the school with a current copy of their driver's license. The form can also be found at the end of this handbook. ***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 Populi. 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 Incomplete (IN) or Deferred (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. 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



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 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 with either an associate or bachelor's degree must meet the following requirements:

1. Attain a minimum 2.0 GPA upon graduation
2. Successfully complete a minimum of 60-63 semester hours for AA or AS or 120-123 semester hours for a BA or BS
3. Successfully complete the courses required in the General Education Requirements, a Bible & Theology Major or Minor, and one other major
4. Satisfactorily fulfill the community service requirement
5. Satisfactorily fulfill the chapel requirement

Transfer of Credit and Graduation

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

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

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 academic requirements will not be permitted to participate in Commencement.

Grievance Policy (Faculty / Student)



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 or the student does not feel safe communicating directly with the faculty member, the student should consult the Academic Dean for guidance. If the matter is not resolved to the student's satisfaction, the Academic Dean will refer the student to the Vice President of Academic Affairs who will arbitrate the dispute between the parties. This process begins with the student submitting a written explanation of the grievance to the VPAA. The VPAA will personally talk with the faculty member and the student individually and, if necessary, together. 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)



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

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 are strongly preferred

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 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 in 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 whole faculty 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 remote interviews with a selected candidate (VPAA and chairperson of curricular division or department chairperson)
 9. Perform campus interviews
 - VPAA, Chairperson, and Bible & Theology faculty as needed
 - Faculty presentation and interview (see 11 below)
 - President (see 11 below)
- 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
10. 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.
 11. The recommended candidate is then presented to the President for consideration. If approved by the President, the candidate is then presented to the Board of Trustees to finalize appointment.

Homeschooled Applicants



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 receive maximum academic scholarships.

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 Dean of Students.

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 full-time 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

Full-time students who have achieved academic excellence will be given the following honors upon receiving a bachelor's 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 bachelor's students will have a valedictorian and salutatorian, provided the students with the highest GPA's have achieved at least *cum laude* status. If there is a tie for valedictorian, students will be recognized as co-valedictorians and there will be no salutatorian.

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 but will not necessarily be awarded each year:

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	Theology Award
<i>Diakonos</i> Awards	Outstanding Service Award	
Drachma Award	Outstanding Music Student	

Individual faculty members nominate students for these honors who are 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

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's advisor should complete an "[Independent Study Request](#)" at least one week prior to the beginning of the semester. This form is available online through Populi under "Forms." The completed form must be submitted 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. 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



Students must enroll for an internship the semester during which the academic requirements are submitted to their internship coordinator. The internship coordinator is the GLCC faculty member responsible for overseeing internships in a particular field of study. Faculty advisers must ensure that each student who has registered for an internship has met with the internship coordinator to begin the approval process. The student must receive an approval letter from the internship coordinator before beginning their internship.

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

Students will **not be permitted** to enroll for an internship after completing the internship's fieldwork.

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



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. Consideration should be given to the needs of students for course work and research.

Major – Minor Declaration



All students studying for a bachelor's degree must select a major and/or a minor. The "[Declaration of Degree and Major/Minor](#)" form may be completed online through Populi under "Forms."

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



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, as well as part-time faculty members who champion a major. They should request approval from the VPAA if they need to be absent.

Special faculty meetings will be called as needed.

Other part-time faculty and adjunct faculty do not normally attend faculty meetings but may be invited by the VPAA to attend.

Meetings, Graduate Faculty



Once a month, a Grad Faculty Meeting is required for Full-time Faculty teaching more than one class in the master's program. Adjuncts teaching more than one class are strongly encouraged to participate but not required. Adjuncts teaching only one class are welcome to attend but not expected.

Mid-Semester Feedback and Grades



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

Faculty are required to provide that information before the retention team meets on specified Wednesdays. The Academic Dean will send out a reminder email the Monday before the meeting. This information is brought before the Student Retention Committee alongside other factors relevant to student success.

Mid-Semester Grades

By the middle of the eighth week of the semester, instructors are required to confirm with the Academic Dean that their grades are up to date in Populi for each student. These grades reflect the grade students are on track to receive based on their performance to date. The Academic Dean will send out an email reminder.

This grade is especially helpful for students who are at risk of receiving a grade below 2.0, which could impact financial aid and eligibility to play sports and serve in student leadership capacities. Instructors must ensure that the grade is current by the eighth week so students can make informed decisions about whether they should withdraw before the withdraw deadline which occurs at the end of the ninth week of the semester.

Military Leave Policy

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 later. 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 later 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



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.

Philosophy of Education and Curriculum at GLCC



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 we 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 student life team members along with community service requirements help develop a love for God and people in need.

In terms of courses, in the freshman year the Introduction to Biblical Interpretation course introduces students to the big picture Bible story and equips them with basic skills for reading the Bible in an informed way. Additionally, 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. Beginning second semester of their freshman year and continuing through their junior year, students take a series of courses that give a general survey of each book of the Bible. Old Testament 1 and 2 review each book of the Old Testament and New Testament 1 and 2 do the same for the New Testament. In addition to being, perhaps, the most important piece of literature for understanding Western culture, the Bible challenges our students in personal spiritual growth. The centrality of Christ is integral to Christian formation and so students take the Jesus of Nazareth course first semester of their Sophomore year. This introduces them to Jesus as Messiah, Teacher, Savior, Lord, and God in human flesh. No one graduates from GLCC without encountering Jesus in a profound way. In their junior and senior years, students take two theology courses. In Scripture & Christian Living they learn how the whole Bible hangs together as a unit and what this means for the church, Christian life, evangelism, and the challenging questions that people routinely pose to Christian faith. In Biblical Theology, they gain valuable experience applying the full canon of Scripture to key doctrines of the church and some of the most pressing issues facing the church today. These courses build on the knowledge of the Bible gained in the Old and New Testament courses, arguments about the existence of God in our Introduction to Philosophy course, and the survey of history and literature gained in our humanities core. This well-rounded formation is capped off in Senior Seminar where students integrate their faith formation in Bible and theology with a clearer sense of their own vocation and 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 Critical Research courses, a series of writing assignments culminates in a major research paper. The research and writing skills acquired are used in upper-level Bible and general elective classes (which typically require research papers). 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 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 humble and 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 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 people 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.



Probation, Student Academic

Academic Probation

- Yellow Status (Academic Alert)
Students who have not maintained a 2.0 GPA in the previous semester will be contacted by the Student Success Office and may be required to create an action plan. 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 be monitored by the Student Success Office and may be required to do periodic check-ins, 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 be required to meet with the Student Success Office to implement an action plan.
- Red Status (Academic Suspension)
If the student fails to raise his or her cumulative GPA to 2.0 or higher after one semester on Orange Status, the Student Retention Committee may choose to place the student on academic suspension.

A probationary student can take a maximum of 13.5 semester credits and is not permitted to participate in extra-curricular activities without the special permission of the Vice President of Academic Affairs.

A remediation fee will be charged each semester for any student who is on academic probation. The fee will not be charged the first semester a student is placed on academic probation, but it will be charged for any subsequent semesters that a student is on academic probation. This fee is not designed as a punishment, but as a method of supporting the costs of additional academic support for at-risk students.

Students on probation are required to meet with a designated tutor once a week during the semester to monitor sufficient academic progress. Failure to fulfill this requirement may result in academic suspension.

Academic Suspension

A student on academic suspension may not enroll for one semester. To reapply, the student must submit a readmission application to the Office of Admissions at least thirty days prior to the beginning of the semester. The Admissions Committee will then act on the application.

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

Publications and Papers

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 and 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. These 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](#)" in Populi under "Forms" for the review of the Vice President of Academic Affairs. A copy for viewing can be found at the end of the Faculty Handbook.



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 arrange 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

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. Program level curricular (as opposed to individual course level) changes require a majority vote of full-time teaching faculty.

Curriculum Reviews

1. The entire curriculum should be reviewed every six years, not necessarily in the same year.
2. The process is initiated by the VPAA and is carried out by the relevant department.
3. [The reviewing department gathers input from select alumni, churches, faculty, administration, trustees, and donors.](#)
4. The reviewing department submits a rough draft proposal to the faculty for feedback.
5. Based on faculty feedback, the proposal is tweaked, finalized, and approved by the faculty. All impacted parties are notified of changes that pertain to them.
6. The VPAA leads in the implementation of the proposal, revision of the catalog, and notification of the trustees when needed.

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 Special Assistant to the VPAA, the Academic Dean, and a diverse selection of full-time faculty. Membership rotates among faculty. The VPAA chooses the faculty representatives based on educational background, willingness to serve, and representation of diverse viewpoints. It meets as needed throughout the academic year.

Sabbatical Program

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. 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 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 community service, nor anyone else holding faculty status but not directly involved in instruction are included without a special dispensation from the President.

Faculty being paid extra to fulfill additional responsibilities (e.g., Academic Dean) may be required to continue serving in their secondary capacity during the sabbatical.

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 (for which they are not paid extra).

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 (e.g., electives that no student needs to graduate) 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). Exceptions may 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 letter of request 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

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 "[ADD, DROP, or WITHDRAWAL Form](#)" in Populi under "Forms." Classes may not be added or changed to audit after the Add/Drop deadline. This date is published in the academic calendar for each semester and usually falls at the end of the second week of classes. After that date, a class may still be dropped, but the withdrawal policy 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.



Senior Skip Day

Senior Skip Day is a sanctioned school-wide annual event that is planned by graduating seniors. The day's activities provide a timely reprieve from coursework and significant community building among the GLCC family. **All instructors are required to cancel class on Senior Skip Day.** The Student Life Department will inform Faculty of the date before the beginning of the Spring semester. It will always be near the end of Spring semester, and it usually occurs on a Friday. All instructors are encouraged to participate in as many planned events as possible, especially the staff vs. student softball game that is typically scheduled for the morning.

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	Composition 2
EN 130	3	Composition 1	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
Total Hrs.	15		Total Hrs.	16	
SOPHOMORE					
Fall Semester			Spring Semester		
BIO 150	4	General Biology & Lab	MA 200**	3	Quantitative Literacy
BT 210	3	Jesus of Nazareth	NT 211	3	New Testament 2
NT 210	3	New Testament 1	OT 320	3	Prophetic Literature Seminar
OT 211	3	Old Testament 2	PH 210	3	Introduction to Philosophy
SO 270*	3	Sociology			
Total Hrs.	16		Total Hrs.	12	
JUNIOR					
Fall Semester			Spring Semester		
HI 242	3	Modern World Civilization	BT 350	3	Scripture & Christian Living
LI 242	3	Literature 2	HI 310	2	Restoration History
NT 315	3	Acts Seminar			
	3	Bible & Theology Elective			
Total Hrs.	12			5	
SENIOR					
Fall Semester			Spring Semester		
			BT 451	3	Biblical Theology
			GS 400	2	Senior Seminar
Total Hrs.			Total Hrs.	5	

* POLS 250 may be taken instead of SO 270 if a spring course is needed.

**MA 250 may be taken instead of MA 200 if a fall course is needed.

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
Total Hrs.	15		Total Hrs.	16	
SOPHOMORE					
Fall Semester			Spring Semester		
BIO 150	4	General Biology and Lab	MA 200**	3	Quantitative Literacy
BT 210	3	Jesus of Nazareth	NT 211	3	New Testament 2
NT 210	3	New Testament 1	PH 210	3	Introduction to Philosophy
OT 211	3	Old Testament 2			
SO 270*	3	Sociology			
Total Hrs.	16		Total Hrs.	9	
JUNIOR					
Fall Semester			Spring Semester		
HI 242	3	Modern Western Civilization	BT 350	3	Scripture and Christian Living
LI 242	3	Literature 2		3	Bible & Theology Elective
Total Hrs.	6			6	
SENIOR					
Fall Semester			Spring Semester		
			GS 400	2	Senior Seminar
			HI 310	2	Restoration History
Total Hrs.			Total Hrs.	4	

* POLS 250 may be taken instead of SO 270 if a spring course is needed.

**MA 250 may be taken instead of MA 200 if a fall course is needed.

Sexual Misconduct Policy



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 people, 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, a romantic and/or sexual relationship between them is prohibited. 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. Such situations also expose the College and the teacher to liability for violation of laws against sexual harassment and 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.

Where a romantic relationship predates the enrollment of the student or employment of the employee, the employee or prospective employee must immediately disclose the relationship to their supervising administrator. The administrator shall consult with the Administrative Cabinet who will review the circumstances surrounding each relationship on a case-by-case basis. If permitted, a management plan will be developed. This plan must be evaluated annually between the administrator and the employee.

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 aid 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



Guest lecturers who speak for one class session need no approval, though informing the VPAA in writing is encouraged.

Substitute instructors who speak for more than one class session need prior approval from the VPAA.

Summer Session

GLCC runs its online program during the summer. But the College does not regularly offer on-campus summer sessions. When we do, three-hour summer classes will normally 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 the 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 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 several students 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 March 30. The VPAA will make the final decision on which classes are offered during the summer. Students will pre-register for summer term classes during the spring registration period.

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 members 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](#)").

A syllabus template is available at the end of this handbook. All instructors must use the template. A [digital version](#) for easy editing can be found in the GLCC Faculty & GLCC Adjuncts folders in the GLCC Google Drive. It can also be found through Populi under "Links" and then "Faculty Guides." Download the form in MS Word before editing.

- All instructions are italics and inside *[square brackets]*.
- Any text that needs to be modified appears in **red**.
- When the instructor finishes editing, all bracketed instructions should be *deleted*, and all red text should be *changed to black*.

Required Syllabus Components for All Instructors

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 used 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 for All Syllabi

The template already has all these sections properly completed, although you still have to add your own checkmarks to the core competency chart.

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:

- Using another student's work to complete your own assignment or having another person or program—such as ChatGPT or Grammarly—complete your work for you unless doing so is part of the assignment instructions.
- Plagiarizing: failing to document quoted 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.
- Submitting the same assignment for different classes without written permission from both professors.
- Making any other attempt to deceptively receive an unearned grade.

Violations of this policy will be handled as follows:

First Offense

- The first time a student is found guilty, he or she will fail the assignment in which the violation occurred.
- The professor will inform the Academic Dean of this violation, and the Dean will add the student's name to a list of academic offenders.
- First time offenders must meet with the Director of Student Success for personal instruction regarding academic integrity and how to avoid violations going forward. Failure to attend this meeting and any follow-up meetings deemed necessary results in failure of the class in which the violation occurred.

Second Offense

- Once any faculty member confronts and reports a student for academic dishonesty, the next reported violation will be treated as a second offense.
- Students who commit a second offense automatically fail the course in which the second violation occurs.
- Second offenders must meet again with the Director of Student Success for continued guidance. Failure to attend this meeting and any follow-up meetings deemed necessary results in academic suspension.

Third Offense

- Students who commit a third academic offense will face immediate academic suspension.

Core Competencies—"The Core Six"

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>Kingdom Mission</i>			
<i>Self-Understanding</i>			
<i>Cultural Humility</i>			
<i>Critical Thinking</i>			
<i>Written Communication Skills</i>			
<i>Interpersonal Communication Skills</i>			

(place an X in the appropriate box for your course whether Beginning, Intermediate, or Advanced)

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." [Course name or number] serves the mission of GLCC by... [indicate the connection between this course and preparing servant leader in the church and world]

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 identify themselves and discuss their necessary accommodations with the Registrar, the Director of Student Success, Student Development personnel, and instructor(s) at the beginning of each semester.

Textbooks

GLCC uses digital library services like Perlego and EBSCO to service most student library needs. This makes purchasing most textbooks unnecessary as professors typically choose textbooks that can be accessed through them. Students who prefer hard copies can either buy them online or access them from the library's reserve shelf. Reserve books may be borrowed for two hours at a time. Due to copyright laws, those books may not be copied or scanned.

Teaching Load

Full-time faculty members typically teach 12 credits per semesters but may be asked 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. For semesters in which faculty teach over 12 hours and it is not offset by a reduced load during an adjacent semester, they may request a student Teaching Assistant for up to 5 hours of support each week. Independent studies will be paid at the independent study rate. Any teaching beyond 30 hours 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 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, post-secondary 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.

VIII. 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, 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



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

Student Transcript Requests

The college uses a transcript service through National Student Clearinghouse. The college does not charge for the transcript, but NSC charges \$3-5 for processing. They can deliver transcripts digitally (which most institutions prefer) or by mail. They also send email updates as the request is in process and once it is delivered. A [link to the transcript service](#) can be found on the GLCC website under "Registrar."

Students with an outstanding balance may not be able to obtain official transcripts. Those who receive federal aid will receive transcripts, but grades will be withheld for semesters in which the student carries an outstanding balance.

Transfer of Credit



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 or better in the course. A student may transfer courses equivalent to GLCC courses or courses that apply to the program of study and general electives (the number that can be taken varies according to each major or minor).

Advisors *should not* make promises to students about what will or won't transfer. Only the registrar has that authority.

Transfer credits are not counted in the calculation of the grade point average. GLCC will use "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 College's address: 6211 W. Willow Hwy., Lansing, MI 48917. 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. Courses approved by the Michigan Transfer Agreement (MTA) will be accepted according to the conditions of that agreement.
2. If not part of the MTA, the descriptions of the transfer course and the GLCC course should be similar.
3. 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.
4. 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 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.
5. 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.

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.
- 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.
- Government courses will not be accepted as equivalent transfers for history credit.

*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: $(4 / 3) \times 2 = 2.66$.

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 with which GLCC does not have a formal articulation agreement must complete at least 9 credits of coursework and earn at least a 2.0 or “C” overall grade point average before transfer credits will be applied. 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

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 warrant 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:

EN 100 English Composition 1 (3)	EN 130 Composition 1 (3)
----------------------------------	--------------------------

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

MTH 340 Calculus 1 (4)	MA 200 Quantitative Literacy (3)
	General Elective (1)

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

NT 310 Acts of the Apostles (2)	NT 315 Acts Seminar (3)
	[1 additional credit of Bible required]



Vision Statement, Faculty

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 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

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 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 the faculty.

The Assessment Meeting

1. Every other year, during a regular business meeting of the faculty, convened in the Spring Semester. The meeting will be chaired by the Academic Dean. The Vice President of Academic Affairs will not be present unless requested by the Academic Dean.
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 in the last two years?
 - 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 Academic Dean. 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



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 Academic Dean for special consideration.

To withdraw from college, a student must obtain a "[Voluntary Withdrawal](#)" form online. 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 & Syllabus Template

2026 – 2027

[Academic Meeting Scholarship Request Form](#)

[Course Evaluation Form](#)

[Faculty Development Request Form](#)

[Faculty Professional Data Update Form](#)

[Full-Time Faculty Self-Evaluation Form](#)

[Part-Time & Adjunct Faculty Self-Evaluation Form](#)

[Peer Evaluation Form](#)

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

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

[Syllabus Template](#)

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

Academic Meeting Scholarship Request Form

Print, complete, and submit to VPAA for approval.

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

Class Cancellation Form



This is a visual representation of the electronic form that can be found in Populi under "Forms."

Please fill out the [form](#) digitally.

If you must miss any class from the allotted 30 or 15 times your class meets, fill out the form below. Fill out the form one time for each class session missed.

Instructor Name _____

Course Name and Number _____

Date of Canceled Class _____ Would you like the Academic Office to post a notice on your classroom door? Yes ☐

Time Class Meets & Room Number _____

How have you notified students? _____

How much notice did you give students? _____

Why did you cancel class? _____

How many times have you already canceled this class this semester? _____

How do you plan to cover the missed material? _____



Course Evaluation Form

This form is now conducted electronically through Populi. The student link will appear in each Populi course near the end of each semester.

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 or 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	1	2	3	4	5	

	student learning.						
21	The course provided insights valuable for becoming a servant-leader in the church and world.	1	2	3	4	5	
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?

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

Faculty Development Request Form

Print, complete, and submit to VPAA for approval.

Name: _____ Email: _____

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

This is the basic form of the update. The [form](#) should be completed digitally in Populi by May 31 each Spring. The Special Assistant to the VPAA will send a reminder in May.

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 from the past academic year (please give complete information regarding bibliography):
- D. Honors or awards from the past year (please give complete information regarding the nature of the award or honor):
- E. 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:

Full-Time Faculty Self-Evaluation Form

This is a representation of the digital form you will out in Populi. Find form [here](#).

Name _____

Date _____

Please rate yourself on the following items. Each item is rated on a scale of [1] to [5] (lowest to highest).

- | | |
|---------------------|---|
| [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 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 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 chapel on a regular basis. |
| [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 serious research. |
| [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. If less than 5, what resources do you feel are lacking? |
| <hr/> | |
| [1] [2] [3] [4] [5] | I am impressed with my colleagues' commitment to teaching and concern for the students. |
| [1] [2] [3] [4] [5] | I have published materials in books, magazines, or respected 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. |

As an instructor, faculty member, and scholar I would like to grow in the following areas:

Here are some concrete steps I take to plan to grow as an instructor, faculty member, and scholar:

Part-Time & Adjunct Faculty Self-Evaluation Form

This is a representation of the digital form you will out in Populi. Find form [here](#).



Name _____ Courses Taught: _____

Please rate yourself on the following items. Each item is rated on a scale of [1] to [5] (lowest to highest). This should be completed every other school year, per the Faculty Handbook. It is 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 provide individual help to students as needed, beyond class time (e.g., email, video call, in-person) and am available for advising if that is part of my job. |
| [1] [2] [3] [4] [5] | I have attended a field-related meeting or convention of peers in the last two years. |
| [1] [2] [3] [4] [5] | I take advantage of every opportunity to recruit students. |
| [1] [2] [3] [4] [5] | I plan my courses so that students will need to do serious research. |
| [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] | I am impressed with my colleagues' commitment to teaching and concern for the students. |
| [1] [2] [3] [4] [5] | Discipleship continues to be a personal priority in my life. |
| [1] [2] [3] [4] [5] | The College provides adequate resources for me to be effective in my classes. If less than 5, what resources do you feel are lacking? |
| <hr/> | |
| [1] [2] [3] [4] [5] | I was given adequate training on school-wide software, like Populi and Perlego. |
| [1] [2] [3] [4] [5] | Any questions I had about syllabi, classrooms, technology, policies, etc. were answered in a timely and professional manner. |
| [1] [2] [3] [4] [5] | I feel appreciated by GLCC staff and faculty. |

As an instructor, faculty member, and scholar I would like to grow in the following areas:

Here are some concrete steps I take to plan to grow as an instructor, faculty member, and scholar:

Peer Evaluation Form

Print before scheduled observation.

Observer: _____ Instructor: _____

Fall 20_____ 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. 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 correspond with the number of credits. | [1] [2] [3] [4] [5] [NA] |
| 8. Assigned readings enhanced the classroom learning experience. | [1] [2] [3] [4] [5] [NA] |
| 9. Course projects require serious research that develops research & writing skills. | [1] [2] [3] [4] [5] [NA] |
| 10. Course projects 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 corresponded with the description 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 class allows for an appropriate amount of student participation. | [1] [2] [3] [4] [5] [NA] |

Peer Evaluation Debriefing Meeting

Date: _____ Time: _____ Locale: _____

Write comments on the back of this sheet.

Request for Reimbursement for Independent Study Form

Print, complete, and submit to VPAA for approval.

Faculty Member: _____ Email: _____

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

Print, complete, and submit to VPAA for approval.

Faculty Member: _____ Phone: _____

I am teaching the following regularly scheduled courses:

Course Name	Hours

I request reimbursement (at adjunct rate) for _____ hours of overload:

Approval by the Vice President of Academic Affairs: _____

Date: _____

Acknowledgment by Business Office: _____ Date: _____

Vice President of Academic Affairs Evaluation Form

This form is in [Populi](#). The Special Assistant to the VPAA will send you a link when it is time to fill this out.



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
☐ Support Staff

☐ Full-Time Faculty
☐ Student

☐ Adjunct Faculty

As an Administrator:

1. The VPAA'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 VPAA 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 VPAA. | 1 | 2 | 3 | 4 | 5 |
| 5. | The VPAA 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 VPAA shares thoughts and ideas to assist others to complete the projects assigned to them. | 1 | 2 | 3 | 4 | 5 |
| 9. | The VPAA 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 VPAA 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:

I. COURSE DESCRIPTION

Copy from Academic Catalog

II. COURSE OBJECTIVES

As part of the general education curriculum, this course focuses on equipping students to...

- Bullet point list
- Second
- Third
- Etc.

III. COLLEGE MISSION STATEMENT

Great Lakes Christian College is a Christian institution dedicated to the advancement of the church and world.

[In one or two sentences]

Example: To be able to communicate with them. EN130 teaches students to communicate with their readers and potential

Syllabus Template

Access MS Word document through the "GLCC Faculty" or "GLCC Adjunct" folders in the GLCC Google Drive "[Syllabus Template](#)." Or locate the file through Populi under "Links" and "Faculty Guides." **Download file as an MS Word document before editing.**

Instructions appear in italics inside square brackets. Any text that needs to be modified appears in red.

When the instructor finishes editing, all bracketed instructions should be deleted, and all red text should be changed to black.

IV. COURSE TEXTBOOKS

[List all required textbooks that students must buy, either

Format:

Author last name, first name. Title of Book. Publisher, Copyright date.

Example: Knowles, Lloyd Alan. In Pursuit of the True Church. Linus Publications, 2007.

V. CORE COMPETENCIES—"The Core Six" *[The order of the competencies has changed. Update your Xs!]*

Core competencies are the attitudes and skills that every graduate should develop during a four-year program at GLCC. Success and excellence in any field of service require these qualities. The General Education Requirements lay the foundation for the Core Competencies, and the majors strengthen and extend them. The table below indicates the level of each core competency that this course intends to reinforce.

[Fill in chart by providing an X in the appropriate place according to your class.]

	Beginning	Intermediate	Advanced
Kingdom Mission		X	
Self-Understanding		X	
Cultural Humility		X	
Critical Thinking			X
Written Communication Skills			X
Interpersonal Communication Skills	X		

COURSE GRADES

A	4.0	97-100
A-	3.7	93-96
B+	3.3	89-92
B	3.0	85-88
B-	2.7	81-84
C+	2.3	77-80
C	2.0	73-76
C-	1.7	69-72
D+	1.3	65-68
D	1.0	61-64
F	0.0	60 and below

Students concerned or confused about their grade are encouraged to schedule a meeting with the professor.

Grade Breakdown <i>[assignment examples—add your own assignments and values]</i>	Percentage of Grade <i>[examples]</i>
<i>Attendance</i>	<i>5%</i>
<i>Participation</i>	<i>5%</i>
<i>Project #1</i>	<i>15%</i>
<i>Project #2</i>	<i>15%</i>
<i>Mid-term Exam</i>	<i>20%</i>
<i>Final Paper</i>	<i>20%</i>
<i>Final Exam</i>	<i>20%</i>

Students may view their calculated grade in Populi throughout the semester. The grade scale (on left) will be used to calculate grades. If students have any questions, they should talk to their professor.

VI. ACADEMIC INTEGRITY POLICY

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:

- **Using another student's work to complete your own assignment or having another person or program—such as ChatGPT or Grammarly—complete your work for you unless doing so is part of the assignment instructions.**
- Plagiarizing: failing to document quoted 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.
- Submitting the same assignment for different classes without written permission from both professors.
- Making any other attempt to deceptively receive an unearned grade.

Violations of this policy will be handled in the following manner:

First Offense

- The first time a student is found guilty, he or she will fail the assignment in which the violation occurred.
- The professor will inform the Academic Dean of this violation, and the Dean will add the student's name to a list of academic offenders.
- First time offenders must meet with the Director of Student Success for personal instruction regarding academic integrity and how to avoid violations going forward. Failure to attend this meeting and any follow-up meetings deemed necessary results in failure of the class in which the violation occurred.

Second Offense

- Once any faculty member confronts and reports a student for academic dishonesty, the next reported violation will be treated as a second offense.
- Students who commit a second offense automatically fail the course in which the second violation occurs.

- Second offenders must meet again with the Director of Student Success for continued guidance. Failure to attend this meeting and any follow-up meetings deemed necessary results in academic suspension.

Third Offense

- Students who commit a third academic offense will face immediate academic suspension.

If any part of this policy is unclear or if you would like help ensuring your work meets these expectations, the Tutoring Lab is available to support you. Seeking their help is encouraged and is not considered an academic integrity violation.

VII. OTHER IMPORTANT COURSE INFORMATION

A. Credit Hours & Homework Load

For every credit hour in a course, students are generally expected to devote at least two hours of work outside the classroom to reading, assignments, test preparation, or other course-related activities. Because this is a 3-credit course, students should plan on an average of around 6 hours of homework each week.

B. Students with Disabilities

Students with documented disabilities should identify themselves and discuss their necessary accommodations with the Registrar, the Director of Student Success, Student Development personnel, and instructor(s) at the beginning of each semester.

C. Technology Policy *[This is an example. Adjust the policy to fit your teaching needs.]*

- Put phones away during class—in your pocket or in your backpack.
- Remove all ear buds and blue tooth devices before class begins.
- If you feel you have a valid exception, for example, if you are waiting for an important phone call let the professor know at the beginning of class.
- Using devices without permission may result in the loss of attendance credit for the day.

D. Late Work Policy—late work will only be accepted up to three days after the due date.

- One day late = 10% off assignment grade
- Two days late = 20% off assignment grade
- Three days late = 30% off assignment grade

[This is only an example. You may have a more lenient policy, or you may decide not to accept any late work at all. Just make your expectations clear.]

VIII. COURSE REQUIREMENTS *[These are expectations for the elements you put in your “grade breakdown” chart. Percentages for each element are left to the professor’s discernment.]*

A. Attendance, Participation, & Classroom Conduct (10% of grade)

[Choose the “Twice Weekly Classes” or the “Block Classes” policy. Delete the inapplicable one. You may tweak on the side of being more gracious, but the policy should remain largely the same to avoid student confusion.]

All GLCC classes follow a uniform attendance policy that promotes class attendance, sets clear expectations, remains fair and equitable, and provides flexibility.

Twice Weekly Classes

(1) To attend means to be physically present for the entire class session. Professors reserve the right to count

students absent who are not present for at least two-thirds of a class session.

- (2) Failure to attend 50% of the class sessions (16 absences, including excused absences), results in 0.0 for the class.
- (3) A student may miss four unexcused classes without penalty. Each additional unexcused absence lowers a student's attendance grade by four points (e.g., from 100 to 96).
- (4) When notified in advance, the professor will excuse up to two additional absences for school sponsored activities or family medical emergencies (not routine family sickness or doctor appointments).
- (5) Failure to arrive for class on time or stay until the end of class counts as ½ an absence. Two tardies or early departures therefore count as one unexcused absence.

Block Classes

- (1) To attend means to be physically present for the entire class session. Professors reserve the right to count students absent who are not present for at least two-thirds of a class session.
- (2) Failure to attend 50% of the class sessions (8 absences, including excused absences), results in 0.0 for the class.
- (3) A student may miss two classes without penalty. Each additional absence lowers a student's attendance grade by eight points (e.g., from 100 to 92).
- (4) When notified in advance, the professor will excuse up to two additional absences for school sponsored activities or family medical emergencies (not routine family sickness or doctor appointments).
- (5) Failure to arrive for class on time or stay until the end of class counts as ½ an absence. Two tardies or early departures therefore count as one unexcused absence.

B. Project #1 (15% of grade)

[Describe what will be required for this assignment.]

C. Project #2 (15% of grade)

[Describe what will be required for this assignment.]

D. Mid-term Exam (20% of grade)

[Describe the mid-term. Below is an example taken from Comp & Grammar.]

The mid-term exam will incorporate everything covered in class up to that point. It may include short answers, multiple choice, true and false, etc. It may include any vocabulary covered, and it will include at least one essay question. The instructor will provide a study guide to help students prepare for the test.

E. Final Paper (20% of grade)

[Describe writing assignment.]

F. Final Exam (20% of grade)

[Describe the final exam.]

[Fill in the chart with detailed information. You may add or delete columns if necessary.]

COURSE OUTLINE

[illegible]

IX. BIBLIOGRAPHY *[Include any resources you will use in teaching this course, as well as foundational resources for the subject in general. Use Turabian bibliography formatting. Examples below.]*

Bunce, Heather. "Translation and Interpretation: Targum and Septuagint in Zechariah 5:5-11." *Conversations with the Biblical Word* 31 (2011): 53-65, 292-293.

Long, Samuel C. "Theological Function as the Key to Israelite Religious Distinctiveness in the Ancient Near East: The Holy Place as a Case Study." Ph.D. diss., Asbury, 2017.

Nugent, John C. *Priestly Presence: A Church for the World's Sake*. Fortress Press, 2024.

Nugent, John C., ed. *Radical Ecumenicity*. Abilene Christian University Press, 2010.

Peters, Ronald D. "The Greek Article: A Functional Grammar of O-items in the Greek New Testament with Special Emphasis on the Greek Article." *Linguistic Biblical Studies*, vol. 9. Brill, 2014.