



Faculty Handbook

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Community Christian College
Redlands, CA
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I. Authority of Handbook

This handbook is composed at the direction of the Board of Trustees and constitutes the college's official statement on the matters contained herein. The composition and maintenance of this Faculty Handbook is the responsibility of the Academic Dean under the direction of the President.

The Handbook will be valid from the date signed by the Chairperson of the Board of Trustees (or designated representative) to the date a superseding version is so signed.

A copy of the Handbook will be maintained in the college offices. Reference copies will also be maintained in the library. Each faculty member will be given a copy at the time he or she joins the faculty and each time the handbook undergoes revision.

Any faculty member may propose changes to the contents of the Handbook. These matters are to be submitted to the Core Faculty who suggests the changes to the Academic Dean who then suggests changes to the President. If the President so decides, a matter can be submitted for final review and determination by the Board of Trustees. Any changes made in such determinations will be incorporated into the next edition of the Handbook.

Signed and approved,



Robert Johnson
President
Community Christian College

On this 19th day in the month of August in the year 2010.

II. The Nature of the College

2.1 The Governing Vision of the College

Mission Statement

Community Christian College, with campuses in primarily underserved urban communities, exists as an associate's degree granting liberal arts institution to foster student learning and to educate students in a Christian worldview by developing the skills, competencies, and character to engage and thrive in our diverse world.

College Purpose and Objectives

To accomplish the mission, Community Christian College offers a two-year liberal arts education in a Christian environment. To complete the mission, we strive for the following:

1. To provide students with the opportunity to complete successfully a program of study provided in a Christian setting and from Christian perspectives.
 - a. All students – including those from socio-economically or spiritually oppressed or disadvantaged backgrounds – are able to gain admission and begin a course of study at Community Christian College.
 - b. All students will complete a course of study or earn the A.A. degree.
 - a. All students will be equipped to continue their studies at a four-year college or university.
2. To offer a curriculum in the liberal arts that promotes the development of Christian knowledge, skills, and values.
 - a. The curriculum will include courses in six areas:
Religious studies, humanities, communication skills and critical thinking, mathematics and natural sciences, social and behavior sciences, and lifelong development.
 - b. The students' exposure to the curriculum will be shaped and supported by an individual planning process (i.e. My Blueprint For Life).
 - c. The curriculum will be characterized by:
 - (1) The use of God's Word in the classroom (as it illuminates all subject matter and inquiry).
 - (2) The reliance upon prayer in the classroom.
3. To provide a Christian faculty:
 - a. Who are committed to integrating their Christian faith with their academic discipline in further education, research, and writing.
 - b. Who are committed to leading by example.
 - c. Who are committed to effective teaching.
 - d. Who are committed to working with and caring for students.
4. To manage the College in a way that:
 - a. Reflects sound financial stewardship.

- b. Realizes efficient operations and effective management practices.
5. To use assessment and evaluation in such a way that:
 - a. Outcomes continually inform purposes, goals, and objectives.
 - b. The mission and vision are furthered as a result.

Faculty Purpose

The program of studies and student activities at Community Christian College are designed to:

- Train students in thinking that is (a) careful and rigorous, (b) sympathetic and open-minded, and (c) enlightened and creative.
- Expose students to a rich array of the basic facts, theories, and methods of the primary disciplines constituting the liberal arts.
- Promote a deeper understanding of the Christian faith and an enhanced awareness of the significance of a spiritually active life of devotion to Jesus Christ.
- Prepare students for active and responsible citizenship and the development of a value system that reflects a Christian view of the world and life.
- Ensure that a caring and personal environment is maintained with dedicated faculty serving small classes with all personnel contributing to responsible and appropriate advising, counseling, and individual attention.

Sustain a sense of community in which the faculty, staff, and administration demonstrate the importance of respect for the dignity and inherent worth of all people.

Philosophy of Education

The Christian nature of the liberal arts program at Community Christian College is manifested in three equally important characteristics: (1) a Christian faculty dedicated to the spiritual nurture and development of each student, (2) a significant component of religious studies courses within the liberal arts curriculum, and (3) a strong emphasis on the integration of Christian faith and Christian character development in all the courses of the curriculum.

The principle that all truth is God's truth is applied appropriately in each course. This and the above paragraph give the perspective that is intended to shape the College thoroughly as an institution so that its structures, staff, faculty, courses, activities, aims, and objectives all bear the imprint of devotion to the Lord Jesus Christ.

The liberal arts program of the College is comprised of an integrated, comprehensive, fully prescribed sequence of courses ranging across the traditional departments in

mathematics and the natural sciences, the social and behavioral sciences, and the humanities. The point of this program is to expose students to, and provide an understanding of, the rich tapestry of ideas, techniques, and perspectives that have constituted the intellectual heritage of Western civilization. These “liberal arts” are the studies which “liberate” the individual, providing the basic knowledge and intellectual skill to help students become freely functioning beings, ones who think for themselves and who are capable of effective action and lifelong learning, discovery, and re-education. As such, this curriculum focuses on general knowledge and general intellectual skills such as careful, critical, and analytical thinking, reading, writing, and speaking. This comprehensive, holistic approach to learning, taking place within the context of deep Christian faith, results in an experience which truly nurtures our students’ souls and intellects.

Christian education is intended to impact the whole person. Therefore, it is the responsibility of the instructor to encourage the student’s ongoing spiritual growth. The scriptures are given to equip the believer completely for every good work; therefore, it is the responsibility of the instructor to go beyond the communication of Biblical truth and to apply it to the student’s life.

The College is committed to small classes, enabling more intensive, nurturing instruction between instructors and students, and between students. The College is also committed to encouraging small groups of study cells and thereby enhancing the camaraderie, spiritual nurture, and mutual assistance that the students can render to one another.

The College has as another of its main goals to assist in student transfers to senior colleges and universities to complete their Bachelor’s degrees. God requires and graciously enables each believer to learn and apply His Word as the student submits to the Holy Spirit. Therefore, each professor should expect the best from each student in his/her class.

Statement of Faith

The following is the College’s statement of faith, which is expected to be signed and endorsed by all staff and faculty.

We accept the Scriptures of the Old and New Testaments to be the written Word of God. We believe in the divine inspiration, entire trustworthiness and final authority of the Bible in all matters of faith and practice.

We acknowledge:

- The triune God: Father, Son and Holy Spirit (I John 5:7).
- The incarnate Son: Jesus Christ, fully God, fully man (John 1:1,2,14).
- The goodness and beauty of the world, created according to the Genesis account and sustained by the Word of God’s power (Genesis 1; Romans 3:22-23;

Ephesians 2:1-5).

- Salvation by grace received through faith in Jesus Christ, who alone, through His life, death and resurrection, redeems us from sin and reconciles us unto God and delivers us from hell (Ephesians 1:7, 2:8-10, I Peter 1:18-19).
- The essential unity of all believers, who together form one church, diverse in form and expression, of which Christ is the Head, who shall return for His church at the Father's appointed time and shall be eternally secure in God's heaven prepared for all believers (John 17; I Thessalonians 4:13-18).
- The continuing ministry of God the Holy Spirit, who empowers the worship, service and witness of God's people in all their activities (John 14:16-18, 25-26).
- Satan is the author of sin and cause of the fall; he is the open and declared enemy of God and man, and he shall be eternally punished in the lake of fire (Job 1:6-7, Isaiah 14:12-17, Matthew 4:2-11, Revelation 20:11).

2.2 The Structure of the College

The College is governed by a Board of Trustees comprised of educators, business persons, civic leaders, and administrators of churches and Christian foundations, representing a wide variety of denominations and Christian fellowships but sharing a commitment to providing a high quality education from a distinctively Christian perspective. The Board provides direction and spiritual oversight of the College and decides all major personnel and policy matters. The College is not affiliated with any church or denomination, but is open to all who share its commitment to the historic Christian faith.

The Executive Committee of the Board of Trustees is composed of the Board Officers, the college President, the Vice President for Academic Affairs, and other Board members as appointed. The Executive Committee provides detailed oversight of the operations of the College related to college governance. The Executive Committee makes recommendations to the Board for its consideration.

Refer to Appendix A for the organizational chart. The following are abbreviated job descriptions for the administrative positions.

PRESIDENT

The College President provides executive leadership to the College by translating the directives of the Board of Trustees into practical procedures. Serving as both chief administrator and executive officer, the president represents CCC to its constituency, the general public, and in educational circles. The president is also responsible for promoting unity of purpose among the administrative staff, the Board of Trustees, the student body, and the college constituency.

The President implements college policy and conducts operations in consultation with the Faculty Senate, consisting of the Vice President for Academic Affairs, Faculty Chair, Head

Librarian and selected faculty members. All faculty members are welcome to participate in the Faculty Senate meetings.

CHIEF FINANCIAL OFFICER

The Chief Financial Officer is responsible to ensure the financial integrity of the College by implementing sound financial principles while developing and maintaining a positive environment for employment for both employees and students within the Business Office. Additional responsibilities include overall financial management of the college, directing the annual preparation of the institutional budget, and maintaining current controls and analysis of cash flow for a clear and responsible system of checks and balances.

VICE PRESIDENT FOR ACADEMIC AFFAIRS

The Vice President for Academic Affairs is responsible for the academic integrity and direction of the school through ongoing planning and oversight of the whole academic program. This person oversees faculty recruitment and contractual hiring and is responsible for the academic progress of students. He or she also serves as the College Pastor.

REGISTRAR

The Registrar provides direction and supervision of all registration and student record-keeping procedures. Additionally, the registrar assists the Vice President for Academic Affairs in evaluating grades, tracking attendance and identifying students with academic concerns.

FINANCIAL AID ADMINISTRATOR

The financial aid officer assists the student in the process of finding and applying for financial aid from federal and state programs, as well as private foundations, scholarships and loans. The FAO works to discover moneys available and publishes such discoveries to the student body.

DIRECTOR OF ADMISSIONS

The Director of Admissions is responsible for the development of programs and events to maintain and increase the number of enrolled students at CCC. This person works under the President and with the admissions department to identify and communicate with prospective students using advertising, site visits, and other means, and reports to the administration on a regular basis.

DIRECTOR OF INFORMATION SERVICES

The Director of Information Services oversees the establishment and maintenance of the library resources and services in support of the curriculum at Community Christian College. Included in the librarian's responsibilities are the setting of annual goals and priorities for acquisition of additional library resources and growth of the library services and technologies.

FACULTY

The teaching faculty is composed of highly qualified and experienced Christian academics who are enthusiastic about contributing to Christian higher education, most of whom are on a part-time basis, while presently one is employed full-time. Instructors are expected to have expertise in each subject they teach, as well as to teach and model Christian behavior and thought. The Faculty Senate is a subset of the teaching faculty who participate in additional ways, including peer evaluations of instructor performance, syllabi and curriculum evaluation, and formulating and recommending to the administration issues of academic, spiritual, or professional concern.

2.3 College Distinctives

Community Christian College possesses a combination of features that make it utterly unique in American higher education.

Evening and Weekend Instruction

All full-time students take at least twelve units per quarter; the instruction generally takes place in the evenings (Monday through Thursday, 6:00 – 10:00 p.m.) and on Saturday mornings (8:00 a.m. – 12:00 p.m.), four hours per session, one subject per session.

Unified Curriculum

The College's program consists of a specified, unified curriculum of introductory courses that guides students through a comprehensive, balanced program of studies throughout their two years. This guarantees a truly outstanding education and permits the structuring of a sequence of courses designed to satisfy all or nearly all of the campus-wide lower-division general education requirements at nearly all of the senior colleges and universities to which the College's graduates transfer. Students completing the two-year program satisfactorily earn the Associate of Arts degree in Liberal Arts.

A Streamlined, Cost-Effective Program

The College is able to offer a high quality program at an affordable cost through several structural efficiencies:

- 1) Since the school is non-residential, neither the College nor its students share the expenses of dormitories or cafeteria facilities. Instead, the camaraderie and fellowship marking a genuine college experience are provided through the rest of the College's unique program.
- 2) The College does not support an intercollegiate athletic program, usually a costly undertaking.
- 3) The College offers a solid curriculum, in which all students take the essential and necessary courses that transfer to other prescribed universities. Though electives are offered, most of our curriculum consists of core classes.

- 4) The evenings and weekend class schedule permits the college to use instructors who have occupations and professions which keep them busy during the day but who additionally wish to contribute their talents and insights to the education of students in an enthusiastically Christian environment. With the exception of one full-time faculty member, the college enjoys an outstanding faculty without the expense of full-time salaries and benefits.

Affordable Cost

Tuition is approximately \$10,000 per year (\$215 per unit; \$967.50 per 4.5 unit course), far less than most private colleges. Yet students receive a valuable education with an extremely high quality faculty, small classes, and a comprehensive, balanced curriculum. Financial aid is available for students with demonstrated financial need, through a number of college scholarships, as well as all forms of federal and state financial assistance.

A Thoroughly Christian Enterprise

Above all, the entire program of the College is based on a common commitment to Jesus Christ that sets the context for all that takes place. Instructors are expected to integrate their course materials with the Christian faith. They are encouraged, according to their judgment, to open class with prayer or a scripture meditation, or to invite students to do so. This is a great virtue and privilege of this College.

III. Faculty Personnel Policies and Procedures

3.1 Definition of Faculty

The teaching faculty of the College consists of (1) those who are administrators of the College, hired in a continuing capacity to assist in the operation of the College, but who also teach in the classroom (referred to as “administrator-instructors”), (2) our full-time faculty who teach a full load and hold office hours on campus, (3) Faculty Senate members, who are contracted to teach on a regular basis as schedules and course offerings permit, and (4) adjunct instructors, who have the appropriate credentials and are pleased to instruct in our college when the need arises.

As touched on in Section 2.3. College Distinctives, “A Streamlined, Cost-Effective program” (above), the college embodies efficiencies which permit it to offer its excellent program for a low tuition fee, and one of the principal efficiencies is to draw its instructors from the ranks of highly qualified academics who are interested in contributing to Christian higher education but who do not necessarily seek full-time employment. The savings on full-time salaries and benefits is passed on to the students, making Christian liberal arts education at an affordable cost possible.

Our full-time faculty member is hired to teach in a multitude of disciplines for which this person is qualified. Administrator-instructors become faculty members by virtue of being hired by the College to serve as both administrators and instructors. All other instructors become part of the faculty through invitation by the administration. In both latter cases, no specific amount of teaching is required in order to hold status as a member of the faculty. Rather, this status is conferred by the College on the basis of its determination that (1) the candidate is suitable and desirable as an instructor, and (2) the candidate is committed to teaching for the College, when schedules mutually permit. Thus, a regular member of the college faculty in good standing may actually teach rather infrequently.

3.2. Faculty Rank, Terms of Appointment, Tenure, and Pay

All adjunct faculty members are paid at a rate per quarter course taught. On January 5, 2007 the Faculty Senate adopted the following compensation package for adjunct faculty:

\$2100 base pay

\$50 per student over 20 up to a max of \$400

Classes previously taught at CCC (previous 3 years, non-directed study, cumulative):

0 courses – \$0

1-4 courses - \$100

5-10 courses - \$250

11 or more - \$500

Classes previously taught at other colleges - \$100 (may not be combined with H.S. teaching experience)

High school level teaching experience - \$50

Level of Degree:

Ph.D. - \$100

Double Master’s/ABD - \$50

Payment is made in three equal installments. Pay will commence at the end of the first month of teaching in a given quarter and will be completed at the end of the last month of the quarter. Administrator-instructors may or may not be paid additionally for teaching, over and above their salaries, depending on the terms of their employment and the specific agreement made at the time of the teaching assignment.

In the case of the full-time professor, an annual contract is signed and paid on a salary basis in return for teaching a full-load. Keeping campus office hours and participation in committee meetings are expected.

In addition to the normal salary, full-time faculty are also awarded the following monetary benefits related to the advancement of their profession, e.g. book allowances, conference costs, professional membership fees: Asst. - \$300; Assoc. - \$600; Full - \$1200.

Administrator-instructors serve ultimately at the pleasure of the Board of Trustees (as governed by the terms of the contracts under which they are hired, if any). Other part-time instructors are contracted to teach specific classes in specific terms, either one term at a time for new instructors, or on a yearly basis for instructors who have taught at least two courses at CCC. Thus, there is no legally binding continuing status, whether from quarter-to-quarter, or year-to-year, such as is typical under a system of tenure. Continuation of contractual employment is neither expressed nor implied.

The college maintains a pool of qualified adjunct faculty. When the administration has made an offer to a adjunct faculty member to teach a course, and when that offer has been accepted, a contract is signed by the relevant administrator and the faculty member clearly specifying the terms of the engagement, compensation amount and schedule. This contract shall be in force for the stated period of the term. No continuous employment is implied and the college is not required to provide reasons for not inviting adjunct employees to teach in subsequent quarters.

3.3. Faculty Responsibilities

The principal responsibilities of college faculty members are as follows:

Professional Responsibilities:

- 1) Model a godly lifestyle and godly conduct;
- 2) Instruct with enthusiasm and inspiration;
- 3) Maintain high performance standards within the objectives of the institution;
- 4) Maintain professional conduct at all times;
- 5) Model scholarship;
- 6) Keep intellectually current in the field of instruction;
- 7) Cultivate collegial relationships within and beyond this institution;
- 8) Promote the continued development of the College with constructive input;
- 9) Seek ways to grow professionally and spiritually.

Student Relational Responsibilities:

- 1) Nurture and encourage students;

- 2) Evaluate students fairly and realistically;
- 3) Be available to students;
- 4) Assist with recruitment and retention of students;
- 5) Take an active role in the spiritual development of students;
- 6) Render assistance to students in spiritual and practical ways, while being prudent and wise in each interaction;
- 7) Be supportive of the institution in all conversations with students.

All faculty members scheduled to teach in that quarter are required to attend one meeting prior to the start of the quarter; usually held the Saturday before the first class.

Faculty Senate:

The purpose of the Faculty Senate is to attend to the quality of instruction, academic curriculum, teaching facilities, and faculty development in order to fulfill the mission of Community Christian College. In addition to these, various faculty members also bear the responsibilities of supporting the College with committee work when appropriate, engaging in peer teaching reviews, and attending required faculty meetings, usually held the first Friday of every other month. These members can assist the adjunct in any need, or pass on any given need or request to the Vice President for Academic Affairs. At least one Faculty Senate member teaches per quarter.

Curriculum Committee:

Members of the Faculty Senate also serve on the Curriculum Committee whose primary goal is to oversee the maintenance of high academic standards through the critical review of textbook adoptions, syllabi and course content.

Code of Conduct:

All faculty members are required to sign a “Faculty Code of Conduct” Form prior to each quarter in which they are contracted to teach. The following four paragraphs are from that Code of Conduct Form, which the faculty and staff are expected to sign:

“Each Christian is to be Christ-like in attitude and action. This is neither automatic nor instantaneous, but a growth process. This Christ-likeness does not come by observing certain outward expectations, but comes from within as the indwelling Spirit of God energizes the believer who is submitted to God (Romans 12:1-2; Philippians 2:12-13). As believers walk in fellowship with the Lord, being controlled and enabled by the Holy Spirit, they are changed to be more and more like Him (2 Corinthians 3:18; Philippians 2:12-13; I John 1:4-7).

Believers are to glorify God in their bodies and are to live holy lives (I Corinthians 6: 19-20; I Peter 1: 13-16). Love towards God is evidenced by love for those without Christ (Note Paul’s example in 2 Corinthians 5:14 and Acts 18:5) and by love for fellow believers (I John 3:16, 4:7-8).

Living by God’s grace, believers are to avoid even the appearance (every form) of wrongdoing (I Thessalonians 5:22). Believers are called to freedom, but this is not to be an opportunity for the works of the flesh (Galatians 5:13).

All faculty and staff members at Community Christian College are therefore expected to live their lives and conduct themselves in a manner worthy of God's calling. Individuals who, after spiritual instruction (Galatians 6:1), continue to dishonor the Lord by persisting in un-Christ-like behavior or unruly conduct may, after due process, be dismissed from Community Christian College (I Thessalonians 5:14).

Faculty Advisement:

Each student is assigned to a specific staff or faculty member who serves as the student's academic advisor. These assignments are made by the President or the Vice President for Academic Affairs. These advisors serve students by assisting them in selecting classes and in making life decisions.

Office Hours:

Office hours for faculty are designed to allow students the opportunity to approach faculty members on an individual basis. Meetings may concern course content, course structure, or personal matters relating to student attendance or life. Since the CCC schedule of courses allows for weeknight and Saturday classes only, daytime office hours seem not to facilitate student-instructor meetings. Thus, faculty members are encouraged to provide students with phone numbers, e-mail addresses, or other means of communicating as needed with instructors. Additionally, faculty members are encouraged to confer with students before or after class, or at any other mutually available time slot. Administrator-instructors will hold office hours. Regularly scheduled office hours are kept by full-time professors and posted as such.

Substitute Instructors:

Teaching in the CCC paradigm, where courses meet only once per week, adds a significant burden of integrity in the academic system. Whereas in a college where courses meet three times weekly, an instructor missing a class would lose up to three percent (3%) of the instructional time. Whereas in our system an instructor missing a class would lose approximately eight percent (8%) of instructional time.

It is therefore imperative that each class meeting time becomes a significant learning experience. If an instructor misses a class meeting due to schedule, illness or emergency, the following should take place to ensure the academic integrity of the institution:

- (1) Vice President for Academic Affairs or other Administrator should be informed as soon as possible;
- (2) When possible, the faculty member should arrange for a substitute instructor;
- (3) If the faculty member is unable to arrange for a substitute, material for the class should be made available and the College will arrange for a substitute;
- (4) In the case of an emergency, if a class must be cancelled, arrangements must be made to inform the students and the college of this situation.

Mileage:

Instructors will be compensated for mileage that occurs when an instructor is required to travel a significant distance to teach his or her class. The compensation will be based on mileage that an employee accrues on their vehicle not to exceed the distance from the Community Christian College (CCC) campus to the college-related destination. See Appendix B.

Any question regarding whether compensation is approved for a given mileage accrual can be referred to the Vice President for Academic Affairs or the Business Manager. Compensation will be at a fair rate based on current governmental standards.

Campus Safety:

CCC takes the safety of students seriously. The primary burden for student safety rests with the student, meaning they need to make good choices, be aware of their surroundings, and arrange for needed transportation in a timely manner. Faculty should be very aware of the security of students in their classes including ensuring that students exit the class and the campus safely after the completion of an evening of courses.

Emergency Plan:

The reason for this plan is that in case of any kind of emergency, we want all who are involved with Community Christian College to be able to respond readily and with preparedness to the emergency situation.

Fire – Remain calm and exit the classrooms or offices by the nearest outside door. It is the responsibility of the faculty to see that students, once outside, are kept together and all students are accounted for. Also, at the first notice of smoke or fire, an office person will call 911 or a faculty member will instruct a student to call 911.

Earthquake – In an earthquake, students, faculty, and staff should stay where they are. If indoors, they should get under a desk, table, or other sturdy object. Otherwise, they should move to an interior wall. They should stay clear of windows, skylights, bookcases, and light fixtures. An appropriate position is to assume a sitting position with the head and the knees protecting the neck and head by folding the arms behind them. After the earthquake is over, the building should be evacuated, taking care and remaining aware of possible aftershocks. No one should re-enter the building until it has been deemed safe.

Other Emergencies – Determine the severity of the emergency and administer first aid as needed. Also, immediately have someone call 911.

Responsibility – Each faculty member who teaches a class is responsible for an emergency situation that may come up during the time of the class. During faculty orientation the entire issue of emergency preparedness is reviewed and discussed. A copy of this plan is given out.

Prayer:

Along with the Board of Trustees and the administration, faculty members bear the responsibility of upholding in prayer the College, the students, the teaching faculty members, and the Board and administration.

3.4 Faculty Evaluation

The teaching of all faculty members is the subject of routine review of four kinds:

- **Student Evaluations**

At the conclusion of every course, student evaluations will be distributed to the students in order for them to record their anonymous reflections on the conduct of the course. See Appendix C for student evaluation instrument. These evaluations will be collected and submitted to the administration in such a way that they will be inaccessible to the instructor until such time as his or her grades for the quarter have been submitted to the administration. At this point, the results of the evaluations will be tabulated and student comments will be recorded. After this tabulation, the evaluations will be made available to the instructor for review and reflection.. These results will become the property of the College and a permanent record of the instructor's performance. Student evaluations will be the subject of discussion between the instructor and the Vice President for Academic Affairs. Instructors will have the right to place statements in their files explaining any circumstances which they deem to be relevant to the student evaluations.

- **Peer Reviews**

Instructors will receive periodic peer reviews from the members of the Faculty Senate. New instructors will receive such a review in their first quarter of teaching. These visits will typically be scheduled with the instructor in advance but need not be. A review guide shall be used for the evaluation. The reviewer shall confer with the instructor after the evaluation and shall compile a brief report summarizing his or her evaluation of the reviewee's teaching. This evaluation, along with a response statement by the reviewee, will become a permanent part of each instructor's personnel file. See appendix D for Peer Evaluation Form and Classroom Observation Assessment.

In every case, the point of these evaluations focuses upon providing valuable opportunities for self-understanding and improvement. A useful by-product of the process results in enhanced contact and crossfeed among the faculty.

- **Faculty Self-Evaluation**

Faculty members are also required to fill out a self-evaluation form for each class taught. See appendix E.

3.5 Faculty Participation in Budgetary and Salary Matters

Through the vehicle of the Faculty Senate, faculty have a significant role in the budget process. Every opportunity will be made to ensure that faculty salaries are competitive with compensation in other schools, and faculty participation in this process of budgetary development is welcomed. Ultimately, the budget and all salaries must be approved by the Board of Trustees. Faculty members are encouraged to communicate their concerns on these matters to the college administration or directly to the Board, either in writing or in person.

3.6 Faculty Development

Personal/Spiritual/Intellectual Development

Due to the nature of the adjunct faculty of CCC, the faculty members understand that the responsibility to prepare for classes must be on their own time. The instructors are contracted to spend forty-four hours in class instruction, in addition to the time needed for the final exam. As far as personal development is concerned, each instructor does whatever s/he needs to do in this area. Faculty participate in the chapel programs, taking advantage of this opportunity for spiritual growth.

With regard to the full-time professor, class preparation is expected to be done during office hours. Further professional development is offered with the use of office hours for scholastic research and writing as well as time spent in professional meetings. The Chair of the Faculty has the primary duty to ensure the continued development of faculty.

Leaves of Absence and Sabbaticals

Given that there is no continuing status for most faculty members which obligate either the College or the instructor to any particular pattern of teaching, the concepts of the leave of absence and the sabbatical have no role to play in the College. Instructors who wish to take a respite from teaching are encouraged to do so in clear consultation with their supervising administrators. Length of respite from teaching and conditions of return are worked out on a case-by-case basis. For administrator-instructors and full-time instructors, respites from teaching are also to be worked out on a case-by-case basis in light of any contracts that may be in force.

3.7 Faculty Promotion

The following statements reflect the process by which a faculty member must move in order to advance in rank while employed at CCC.

- A full-time assistant professor employed at CCC must have five years of experience before advancing to the rank of associate professor with three of these years being employed at CCC.
 - o The following experiences are also taken into consideration for advancement:
 - Full-time contracted collegiate instruction: 1:1 ratio.
 - Teaching high school: 4:1 ratio (four years of full-time H.S. teaching yields one year credit toward advancement, particularly fits CCC).
 - Collegiate adjunct: 1.5:1 (if full-time teaching in a semester system is 8 classes for the year, 12 classes of adjunct instruction will equate to a year of full-time).
- A full-time associate professor must have an accumulative of eight years experience before advancing to the rank of full professor with four of these years being employed at CCC.
- Concurrent to teaching responsibilities the other factors that weigh in for consideration are peer and dean reviews, community and church involvement, professional activity, and other nondescript issues if deemed essential.
- The process begins with an application for advancement from the faculty member. The application is submitted to the Faculty Senate which will serve as the Promotion Committee. If the faculty member is also a member of the Faculty Senate, this

member will be excused from these proceedings. The Promotion Committee will make a recommendation to the President of the College, and the decision will be communicated to the Board.

3.8 Notice of Non-discrimination

Community Christian College does not discriminate on the basis of race, color, sex, age, national origin or handicap.

3.9 Academic Freedom

No content restrictions of any kind are placed on the students with regard to the views that they may consider, endorse, or discuss in class sessions or class work.

Instructors shall be free (and are encouraged) to examine fully, and without reservation, any and all views that they deem to be relevant to their courses of instruction. Given that Community Christian College is committed to a statement of faith signed by each professor, its instructors shall not endorse any position that is contrary to that statement of faith. Instructors are free to include discussion and consideration of such contrary positions in their teaching.

Instructors will be encouraged to utilize their syllabi according to their best judgment, with a view to presenting to their students, and examining with them, the positions and theories in their subjects which most merit attention, including those which are currently prominent in the contemporary intellectual marketplace, as well as those which are not currently prominent, but which the instructors think deserve attention. It is expected that this encouragement will lead the instructors to discuss freely positions and theories that are contrary to the confessional stance of the College. It is the College's view that a genuine liberal education requires the open and direct consideration and deliberation of ideas that may be contrary to the instructors' and students' personal beliefs.

An end of the quarter survey will be filled out by all faculty members and to be returned to the Faculty Chair who is responsible to forwarding them to the Chairman of the Board. See Appendix F.

3.10 Sexual Harassment

Community Christian College has a zero tolerance policy for sexual harassment and/or sexual assault. This policy shall be communicated by means of the Faculty Handbook, Student Handbook, and training and orientation courses and notices placed on bulletin boards reserved for official notices. There shall be no soliciting of sexual activity of any sort in exchange for academic preferment, and there shall be no verbal or behavioral activity of a sexual nature that has the tendency to create a hostile or abusive learning or working environment.

Any allegations of sexual harassment shall be immediately reported to the President (or the Chairman of the Board of Trustees, if necessary) who will ensure that an inquiry is promptly conducted. The inquiry shall be confidential. If the allegation cannot be substantiated, then a record of the allegation shall be confidentially kept on file for a period of three years. At that

time, if there are no further allegations, it shall be confidentially destroyed. If the allegation is substantiated, then appropriate administrative/disciplinary action will be taken, which may include termination.

Any incidents rising to the level of assault and/or battery shall immediately be referred to civil authorities.

3.11 Policies and Procedures Relating to Termination

An instructor may be removed from a class during a term in progress if there is conduct that constitutes a clear violation of contract.

If there is a concern about an instructor's performance or stance vis-à-vis the nature of the College or its Christian commitment, a process of consultation, prayer, and dialogue will commence. If the President deems it necessary, a panel will then be convened by the President. The panel will consist of the President, the Vice President for Academic Affairs, and two additional faculty members to review the matter. The convening of the panel, and its composition, must have the approval of the Board of Trustees. If, by majority vote, the panel determines that there is a significant cause for concern, a written statement of concern will be presented to the instructor, along with an invitation to respond. The panel will assess the instructor's response, interview the instructor and pray with him or her, and will then render a written recommendation to the Board of Trustees to retain or dismiss the instructor. The Board will study the matter and will then approve or disapprove of the panel's recommendation. If the Board approves of termination, the instructor will be removed from the faculty and will no longer be eligible for teaching assignments in the College.

3.12 Grievance Procedure

The College is strongly committed to biblical principles, and we encourage any grievance that falls within the parameters of the Matthew 18 (vv.15-20) principle to be pursued whenever appropriate. Initial grievances regarding decisions and policies of the administration or individuals within it should be filed at the lowest level possible. All faculty and staff are encouraged firstly to initiate an opportunity to settle potential problems with the person with whom one is offended. The initial grievance may be in written or oral form. If an attempt(s) to resolve the grievance cannot be made, faculty members are encouraged to go to the Vice President for Academic Affairs. Adverse decisions may be appealed to higher levels of administration. These appeals must be in written form. Grievances not resolved at a lower level, may be taken to the Faculty Senate or the Board of Trustees. The Board of Trustees serves as the final decision authority. Any decision of the Board of Trustees is subject to one appeal to the Board but may not be brought forward at the immediately following Board of Trustees meeting.

3.13 Handicap Access Policy

Community Christian College, in accordance with its mission to offer students the opportunity to complete a two-year liberal arts education from Christian perspectives successfully, seeks to provide equal opportunity to persons with handicaps in access to the college's facilities, programs, activities and services.

IV. Academic Standards, Policies, and Process

4.1 Educational Emphases: Reading and Writing

As national performance in reading and writing decline, it is increasingly important that our students become highly skilled in these basic intellectual competencies. Faculty members are strongly urged to arrange their courses, as well as the reading material used in them, to empower students to make great strides in these areas. In all courses, instructors are strongly urged to provide opportunities for their students to write, e.g., essays, papers, reflective responses, reports, diaries, and written (essay) examinations. The use of standardized quizzes and examinations, e.g. true-false, multiple choice, should be used as a means of giving the student additional formats for response to course information, but should not be the only method of evaluation.

4.2 Learning Outcomes and Core Competencies

Earning a degree from Community Christian College communicates the attainment of learning outcomes that serve as a foundation for all of life, including further education. Students who gain mastery in these prescribed areas have created a significant platform for future success.

These learning outcomes reflect the values and mission of Community Christian College. They are built on the Christian foundation that undergirds all of life at CCC including the integration of faith, learning, and life. Further, they are markers for the seriousness of the academic goals of the institution – particularly of preparing students for success at the bachelor’s degree level.

The learning outcomes are a measure of the efficacy of the Community Christian College experience. As such, they are only meaningful to the extent to which they are measured, used for strategic decision making and communicated to our broader constituency groups.

The core skill sets are:

1. Communication

Students learn to communicate effectively when they:

1.1 Read, retain, and apply published ideas

1.1.1 Measured in all classes, especially those requiring response papers or chapter study questions.

1.2 Write clearly and accurately in a variety of contexts and formats

The development of these skills is primarily honed in Freshman and Intermediate Composition classes, but most classes require research papers, journal entries, summaries, creative writings, and essays demanding the appropriation of these skills into a variety of contexts.

1.3 Speak clearly and coherently in both formal and informal settings

Though not officially measured in all classes, all classes demand some sense of dialogical interaction with material and ideas on a personal and intellectual level. Theoretical study of communication in a cultural context is measured in Intercultural Communications. Oral communicative skills are officially taught and measured in Elements of Public Speaking.

1.4 Employ the vocabulary of the subject being studied

Given that all disciplines have their intrinsic jargon and vocabulary, each class introduces the student to the economy of the vocabulary of the field and demand that students use it with competence. Many classes will objectively test on such knowledge and application.

1.5 Demonstrate active listening skills and effective interpersonal communication

Given that most classes incorporate lecture material, students are required to exercise their listening skills to the degree that this same material will be required to be reiterated in discussion and through examinations.

2. **Information Competency**

Students develop information competency skills when they:

2.1 Find and interpret information from text, tables, graphs, maps, media, personal communication, observation, and electronic resources

2.1.1 The students' acquisition and interpretation of such sources as text, graphs, maps, media, personal communication, observations and electronic resources of information are usually tested via exams and papers. Math and Sociology serve as examples of such classes demanding such skills.

2.2 Evaluate authority, veracity and bias of information

2.2.1 The primary and formal classes propagating such critical evaluation is found in Freshman and Intermediate Composition classes as well as College Forum 101. Other classes use and test on it according to the discretion of the instructors.

2.3 Utilize technology to organize, and present information effectively

2.3.1 While some courses require student presentations of projects or papers, Elements of Public Speaking demands such a demonstration of technological communication.

2.4 Demonstrate a working knowledge of basic computer functions, software applications, and problem solving

2.4.1 Our College Forum 101 class takes an active role in teaching these skills as well as research methodologies, and measures the skills of the students through examination and exercise.

2.5 Successfully complete a well-rounded liberal arts education

2.5.1 Given that CCC only offers an Associates degree in Liberal Arts, all of our classes fulfill general educational requirements for four-year institutions of higher learning.

3. **Critical Thinking**

Students develop critical thinking skills when they:

3.1 Evaluate strengths, weakness, and fallacies of logic in arguments and information

Though such a practice is worked through in most courses, the formal study of logic and fallacies occur in Freshman Composition and Intermediate Composition and Critical Thinking classes, the latter of which puts special emphasis upon such a study. Philosophy also engages in critical assessments and measures by means of examination and paper writing.

3.2 Compare, contrast, and/or apply biblical principles and concepts in a diversity of fields.

The mission of CCC is to provide an associate's level of a liberal arts education from Christian perspectives. This is an expectation we have across the board from all our faculty, who

must represent this Christian perspective intellectually and morally as they present their respective material. Students are expected to critique all competing worldviews and develop a distinctly Christian worldview. Religious studies classes such as Old and New Testaments and Christian Thought and Contemporary Issues formally demand that students are able to critique competing worldviews in all academic disciplines.

3.3 Locate, evaluate and select appropriate evidence to support or discredit an argument or position

The burden again falls on Intermediate Composition and Critical Thinking, but the same methodology is also displayed in such classes as Introduction to Biology.

3.4 Construct a persuasive argument that is based on sound reasoning and evidence

These skills are formally demanded in such classes as Freshman Composition and Intermediate Composition and Critical Thinking, Philosophy, and Elements of Public Speaking and are measured by papers, presentations and examination.

3.5 Apply lessons from the past or learned knowledge and skills to new and varied situations

Given that many of our classes are introductions, historical surveys are naturally part of the course content. The assessment and yet continuity of the past, and appropriation to the present situations are in constant fluctuation. These are formally measured by paper and examination in such classes as Ancient and Western Civilization, Old and New Testaments, Philosophy, American History, Government, Christian Thought.

3.6 Apply the principles of scientific and/or quantitative reasoning to solve problems

Though these skills are formally taught and tested in such classes as Mathematics, Sociology, Psychology and Biology, such practices also carry over into other disciplines.

3.7 Devise and defend a logical hypothesis to explain observed phenomena

These logical qualities are introduced in Intermediate Composition and Critical Thinking and more thoroughly practiced in Biology and Christian Thought.

4 Christian Character

Students demonstrate Christian Character when they:

4.1 Reflect the life of Christ in their attitudes and actions

4.1.1 In terms of measurability, self-reflective student surveys taken at the beginning of each student's beginning at CCC are compared with the same survey taken at the close of the student's stay at CCC.

4.2 Exhibit biblical discernment and discretion in decision making

4.2.1 In terms of measurability, self-reflective student surveys taken at the beginning of each student's beginning at CCC are compared with the same survey taken at the close of the student's stay at CCC.

4.3 Display respect and honor to all people because they are made in the image of God.

4.3.1 In terms of measurability, self-reflective student surveys taken at the beginning of each student's beginning at CCC are compared with the same survey taken at the close of the student's stay at CCC.

4.4 Model godly family behavior as mothers/fathers, sons/daughters, sisters/brothers

4.4.1 In terms of measurability, self-reflective student surveys taken at the beginning of each student's beginning at CCC are compared with the same survey taken at the close of the student's stay at CCC.

- 4.5 Commit themselves to the work of Christ in the world through involvement in a local church
 - 4.5.1 The student council organizes projects open for all students to participate in these involvements.
- 4.6 Actively participate in civic, political or social responsibilities in their community
 - 4.6.1 Projects in classes such as Sociology, Government, Intercultural Communication are indicative of these competencies.

5. Creative Expression and Self Awareness

Students learn creative expression and self-awareness when they:

- 5.1 Recognize their own strengths and weaknesses and adapt appropriately
All students become more cognizant of their own strengths and weaknesses through CCC's Blueprint for Life and learn to adapt appropriately in such a classes as College Forum: College Thinking and Learning I and II.
- 5.2 Recognize their own biases and values
This is one of the natural consequences of a liberal arts education; the free mind not only recognizes biases and values, but learns to abandon the detrimental in favor of adopting a higher value, and consequently learns to sharpen the already-present values. Such systems are measured and assessed in such classes as Intercultural Communications and Sociology.
- 5.3 Recognize their learning style and make adjustments as necessary to improve their ability to receive and process information
College Forum 101 is designed to help the student succeed in college, and to cause the student to become aware of personal learning styles. The success of this instruction comes not only in this course but throughout the student's college career.
- 5.4 Demonstrate the ability to give and receive constructive feedback
As a formal part of such classes such as Elements of Public Speaking, Freshman Composition and Intermediate Composition and Critical Thinking, the student is required and graded upon their ability to offer constructive criticism as well as to incorporate their colleague's criticisms of their work into further work.
- 5.5 Develop time management skills
This is an integral skill taught in College Forum 101 and measured through assignment.
- 5.6 Develop stress management skills and/or other skills to maintain health and wellness
This is an integral skill taught in College Forum 101 as well as reinforced in Health and Physical Education.
- 5.7 Set goals and develop strategies for educational, personal, and professional development
Again, this is the formal foci of College Forum: College Thinking and Learning I and II courses, but all courses cause the students to become aware of the ideals and professionalism of higher academia. Given that this is a liberal arts college, many students are not yet at a point of developing a professional goal.
- 5.8 Set goals and develop strategies to create balance in their personal and professional lives
This is an integral skill taught in College Forum 201 and measured through assignment.
- 5.9 Evaluate diverse artistic works in varied media

The student learns to appreciate, critique and even produce artistic works in varied media in our Visual and Performing Arts class. Students are measured by both written and performing demonstrations.

5.10 Demonstrate creativity in an academic, artistic, or technical field

Most classes demand student papers and/or presentations given on a student-selected topic. This gives the student the freedom to be creative in not only the selection of the topic but the unique perspective the student chooses, as well as the medium employed for its final communication.

6. **Social Interaction and Cultural Diversity**

Students learn effective social interaction and cultural diversity skills when they:

6.1 Demonstrate respect and appropriate social acumen both in face-to-face and written interactions and communications

6.1.1 These skills are formally taught and measured in such classes as Intercultural Communications and Public Speaking.

6.2 Work effectively as a leader and/or participant in small group settings

6.2.1 Group projects are encouraged throughout the curriculum and are standard, for example, in classes such as Intercultural Communications, Government, Speech, and Physical Education. These measurements vary from setting to setting.

6.3 Apply biblical principles for conflict resolution

6.3.1 As part of our standards as a community, our catalogs clearly state the biblical principle of conflict resolution based upon the Matthew 18 text. This principle is officially taught in New Testament and measured via examination.

6.4 Demonstrate knowledge of and appropriate respect for people, created in the image of God, who do not share the same race, gender, religion, age, moral values, linguistic background, or physical or intellectual abilities

6.4.1 This topic is covered in College Forum 201 and is measured via survey and assignment.

6.6 Demonstrate knowledge of and appreciation for the impact of the Christian faith in history and culture

6.6.1 Such knowledge is measured by paper and examination in such courses as Ancient and Western Civilization, Old and New Testaments, American History, and Christian Thought.

4.3 **Final Examinations**

All courses must confront students with a concluding opportunity to demonstrate their mastery of the substance of the course. It is best for this final evaluation to be comprehensive (at least in some sense), providing students an opportunity to synthesize strands from a significant body of the course content. Final examinations may take the form of projects, take-home exams, in-class written or oral exams, etc. Final examination work must take place during finals week and not during the preceding 11th week of the course, unless the instructor has the explicit permission of his or her supervising administrator. The College's courses are officially listed as containing 45 hours of instruction. Permitting the final examination to occur in the 11th week reduces the time of instruction by as much as 9 percent.

4.4. Instructional Support and Academic Process

It is useful for instructors to understand the process of moving from course assignment through teaching to grading. The following sequence of events (with a rough time frame) serves this purpose. The number of weeks in brackets following each item below indicates the time prior to the beginning of the term at which the item should be accomplished.

College distributes forms – [6 weeks prior]

- Course Outline – provides guidance in the preparation of course syllabi.
- Textbook Adoption Form – provides the College with the pertinent information to publish to our students with the necessary data needed in order to acquire their textbooks. The college suggests using online resources such as booksamillion.com, thomsonlearning.com, barnesandnoble.com, amazon.com, alibris.com and others. All book orders should be submitted to the Vice President for Academic Affairs complete with author, publisher, year of publication, edition, and ISBN number.
- W-4, I-9 forms – instructors provide data critical to the payroll process.

Transcripts

If this has not already been done, instructors should have sent to the College an official academic transcript of the highest degree in which the instructor is likely to teach. The College must maintain these documents for all teaching faculty. [4-6 weeks prior]

Curriculum Vitae

The College must have on file a current CV or resume. [4 weeks prior]

Textbook Adoption

Submitted to the Vice President for Academic Affairs. [6 weeks prior]

Faculty members are required to select the course text, in consultation with the Vice President for Academic Affairs. Textbooks should be selected which are not in direct conflict with college principles, are at least at a lower division college level of depth and breadth, and which support the intellectual growth and ability of our students.

Syllabi Submission

Faculty are required to submit their course syllabus two weeks prior to the start of college courses for the quarter.

Faculty Orientation Meeting

The faculty who teach in the following quarter will meet on the previous Saturday, at which time the following will be submitted (if not already submitted):

- W-4, I-9 Forms submitted
- Course lecture notes submitted (if applicable, for bulk photocopying)

- Keys distributed, as needed.
- Facility orientation (photocopying machines, faculty lounge, classrooms, etc.)

4.5 The Course Syllabus

CCC has adopted a syllabus template; See Appendix G for syllabus template. All instructors are required to use the template in creating their own syllabus. All instructors are required to present to their students on the first day of class a syllabus that:

- Identifies the course title and number, instructor, term and year, location, meeting time, and credit value.
- Offers a way that students may consult the instructor (ph. Numbers, email, etc.).
- Explicates a course description that closely follows the college catalog. Include any prerequisites.
- Explains basic methodology: the nature of the class in terms of lecture, discussion, lab, media presentations, student presentations; specific details for the format of assignments, papers, projects, presentations; preview special events like field trips or special speakers.
- Provides clear course objectives and outcomes. Use Bloom’s taxonomy for aid in describing such outcomes. See Appendix H, p.38.
- Details what is expected of students for satisfactory completion of the course, including a grading scale and/or point assignments. This becomes a contract with your students.
- Indicates the textbooks and other materials that the students are required to acquire. Include laboratory fees and equipment if applicable.
- Includes an assignment with a clear connection to library, research, and other resources available through CCC.
- Provides a weekly and detailed schedule of reading, assignments, lectures, exams and other work.

Instructors are also urged to use the syllabus as an opportunity to set the ethos of the course and contribute to the ethos of the College by clearly connecting the work of the course to the broader themes of personal, intellectual, and spiritual maturity, which are the primary objectives of the educational program.

4.6 School-wide Grading Scale

The Core Faculty has adopted an official school-wide grading scale that is to be used in calculating the final scores and alphabetic grades. The scale is as follows:

97-100% – A+ (4.0)	93-96% – A (4.0)	90-92% – A- (3.7)
87-89% – B+ (3.3)	83-86% – B (3.0)	80-82% – B- (2.7)
77-79% – C+ (2.3)	73-76% – C (2.0)	70-73% – C- (1.7)
67-69% – D+ (1.3)	63-66% – D (1.0)	60-63% – D- (0.7)
Below 60% – F (0.0)		

4.7 Transferable Grades

Instructors should be aware of the fact that while any grade of D- or higher earns the student college credit toward graduation, no colleges will accept for transfer course credit grades at D+ or lower, and some colleges will not even accept course credit grades at C-. For purposes of transfer credit toward completion of the B.A. Degree, grades below C are essentially a waste of time and money for students in regards of transferable grades. It is a good idea to inform students of this in course syllabi and to reaffirm it when exams are returned to students.

4.8 Incomplete Grades

An incomplete grade may be given when a student is making satisfactory progress up to the time of an extended absence due to circumstances entirely beyond the control of the student. An incomplete can be given only when the student has attended at least 50% of the course and has completed 80% of the coursework up to the time of absence. Appropriate documentation to verify the reason for the absence must be presented by the student. The student must petition his or her faculty member for the incomplete grade and also complete the appropriate forms in the College Office (see appendix I).

If a student meets the above criteria, the instructor will assign to the student an “IN” grade. This grade consists of the notation “IN” followed by whatever letter grade the student would earn if the missing work, graded as ‘0’, were calculated into the student’s term grade. The grade notation “IN” will be temporarily posted to the student’s transcript and will be changed either upon completion of the missing work or upon the passing of the deadline for completion without satisfactory completion of the missing work. The deadline for completion of course work for which “IN” has been granted is 30 days following the close of the quarter. If the student completes the missing coursework prior to the deadline, then a new grade will be posted to the student’s transcript that reflects the completed coursework. If the student does not complete the missing coursework prior to the deadline, then the grade initially reported to the student (reflecting missing work graded as ‘0’) will be posted to the student’s transcript. It is the student’s responsibility to apply for an “IN”, to make arrangements with the instructor to complete the assigned coursework, and to be aware of the deadline for the completion of that work. Extensions may be granted; students should seek out the instructor or Vice President for Academic Affairs for such an extension.

4.9 Credit/No Credit

Certain courses may be taken on a CR/NC (Credit/No Credit) basis. The student selecting this option must file a petition signed by the instructor and the Vice President for Academic Affairs before the end of the third week of instruction in that quarter.

A student earning a CR grade will receive quarter-unit credit toward graduation, but these units will not be calculated into the GPA. A student earning the grade NC will receive for the course no quarter-unit credits toward graduation, and the failure to earn credit will not be calculated into the student’s GPA. No more than 13.5 quarter units may be taken for CR/NC with a maximum of 4.5 quarter units in any one quarter. When a student has elected to take a course under the CR/NC option, the quarter grade recorded on the student’s transcript will be CR if the student

earns a grade of C or above in the course. The grade NC will be recorded if the student earns a grade of C- or lower in the course.

4.10 Adding, Dropping, or Withdrawing from a Course

There may be situations in which students make the decision to add, drop, or withdraw from a class or classes. Procedures for these actions are explained below. All forms mentioned in the policy are available at the college or on line at the college website (www.cccollege.edu).

Adding a Course

All duly enrolled students will either be listed on the appropriate class roster or will present their instructor(s) with an “Add Form”. A course may be added only up to the beginning of the second class session. An “Add Form” must be used and must be submitted to the Academic Office by the stated time.

Those who are not properly enrolled should be informed that they must communicate with the administration and may not return to class until the proper arrangements have been made.

Dropping a Course

Students may drop a course any time up to the beginning of the third class session of that course during a term. A “Drop Form” is required and must be submitted to the Academic Office within the stated time. The course will not be noted on the student’s transcript in any way.

Withdrawal from a Course

Students may withdraw from a course up to the beginning of the sixth class session. A completed “Withdrawal Form” must be submitted to the Academic Office by the stated time (beginning of the sixth session). A withdrawal from a course will be reflected on the transcript as a “W” between the third and sixth class session. After the sixth session, the student will receive a “WP” (Withdraw Pass) or a “WF” (Withdraw Fail) depending on their status in the class when they withdraw.

Withdrawal from the College

A student who wishes to withdraw from the college must make this known in writing by obtaining a “Withdrawal Form” from the college or on line at the college website. The student must obtain the specified signatures, and return the completed form to the office. Only after the completion of this process does the withdrawal become official. Failure to follow the prescribed procedure will result in an F grade for all courses in progress. For policy on refunds, see the “Refund of Tuition” and “Financial Aid Refund” policy in the college catalog. If a student withdraws and later wishes to re-enroll at CCC, the person must go through the normal admissions procedure again. When readmitted the student is subject to the general graduation requirements stipulated for the year of readmission. Forms may be obtained through the college office. See Appendix J.

Add/Drop Fee

Students will be charged a \$25 add/drop fee for any class added or dropped after the first day of classes for each respective quarter. The only exception is when a student must add or drop a class due to class cancellation or staff error.

If a student registers, decides not to attend, and fails to submit an add/drop form prior to the first date of classes, they will incur a \$25 drop fee per course.

Withdrawal Financial Implications

Withdrawal from the College (all classes) during any period of enrollment, whether official or unofficial, may necessitate the return of federal and state financial aid.

Pursuant to federal regulations (CFR 668.22), a refund calculation will be performed to determine the amount, if any, of Title IV aid (Pell Grant, SEOG, ACG, Stafford loans) earned by the student for their attendance up to the date of withdrawal. The percentage of Title IV aid to be returned is equal to the number of calendar days remaining in the quarter divided by the number of calendar days in the quarter. Scheduled breaks of more than four consecutive days are excluded.

Prior to withdrawing from the college, the student should speak to the Financial Aid Office and/or Business Office.

4.11 Grade Change Procedure

Grades assigned by the faculty are considered to be final and will be changed only in cases of error or extenuating circumstances. A student may file a Grade Change Form with an instructor requesting a review of the grade record. The Grade Change Form should be filed within two weeks of the receipt of the quarter's grade report. In cases of dispute, the matter will be decided by the Faculty Senate. See Appendix K.

4.12 College Class Structure – Pedagogical Strategies

Given that the College's classes occur in four-hour blocks, it is clear that some ingenuity and care has to be used to structure and pace class sessions in order to use the time effectively and to retain student interest and enthusiasm. Likewise, the professor has the responsibility to deliver to the students the content that is integral to the course in the time allotted. Essentially, in a 240 minutes class, 200 minutes must be spent in class instruction; keeping to the standard that for every hour, fifty minutes must be in-class instruction. This standard does not apply to the week of final exams.

4.13 Attendance and Tardiness Policies

Instructors should explicitly state in their course syllabus that the CCC tardy policy states that students must wait no less than 30 minutes for an instructor in case that s/he is late due to unforeseen circumstances. All instructors should be aware that the College's class schedule makes it critical for students to avoid missing sessions of a class (an entire week of a class

vanishes with one evening's absence). According to policy, any student missing more than three unexcused class sessions may be automatically dropped from the course, and the Vice President for Academic Affairs should be notified immediately. Instructors are urged to craft some structure to assist students in making wise choices about the management of their time in college.

4.14 Academic Probation

Students are placed on probation when their quarter or cumulative GPA falls below 2.00. While on probation, the student must receive special program counseling and make progress reports to a designated college staff or faculty member. The student may also be restricted from taking a full course load during the term(s) in which s/he is on probation.

Probation shall last for at least one quarter; removal from Probation occurs either when the student attains a 2.00 cumulative GPA or higher or when the Vice President for Academic Affairs judges that a satisfactory trend of performance has been established. A student on academic probation for two consecutive quarters becomes liable for dismissal from the College on academic grounds.

4.15 Progress Policy for Students Receiving Veterans' Benefits

Progress will be monitored at the end of each quarter for all students receiving veterans' benefits. If the cumulative grade falls below "2.0," or if attendance falls below 80%, at the end of any given quarter, the student will be placed on probation for the following two quarters. If the student's cumulative grade is not raised to "2.0," or overall attendance raised to 80%, by the end of the second quarter of probation, the Veterans Administration will be notified and benefits will be interrupted.

4.16 Accreditation Status

Community Christian College is a member of the Transnational Association of Christian Colleges and Schools (TRACS) [PO Box 328, Forest, VA 24551; Telephone: 434.525.9539; e-mail: info@tracs.org] having been awarded Accredited status as a Category I institution by the TRACS Accreditation Commission on November 2, 2007; this status is effective for a period of five years.

Appendix B

Community Christian College Expense Report

NAME: _____

Period Covered: / /
/ to / /

Auto Mileage

<u>Destination</u>	<u>Dates</u>	<u>Purpose</u>	<u>miles</u>	<u>x current rate</u>	<u>Total</u>

List each trip with destination, dates, purpose and mileage separately.

Non-Mileage Expense

Itemize each expense. Please staple receipts, in order, to the back of the form.

Date(s) of

<u>Event/Purchase</u>	<u>Amount</u>	<u>Specific Business Purpose...Item...For Whom...Attendees</u>	<u>Campus</u>
TOTAL			

Signature: _____ Date: _____

*** Original Receipts must be attached for all items over \$35.00.

Approval: _____

*** Keep a Copy for your records

Appendix C
Student Faculty Evaluations

Instructor Name: _____ **Course:** _____
Quarter: _____ **Year:** _____

Please complete this survey for the purpose of feedback to the instructor. The questions are designed to cover every aspect of the course. If you would like to make further comments, please use the space below each question, and if necessary after the set of questions. Your instructor and the College thank you for your honesty and your valued opinion.

1= Poor 2= Below Average 3= Average 4= good 5= Superior

1. How well did your instructor make clear what was expected in the course, i.e. syllabi, clear directions, etc.?
Comments: 1 2 3 4 5

2. How well did the instructor create interest in the subject and transmit enthusiasm?
Comments: 1 2 3 4 5

3. How well did the instructor help you understand the subject matter?
Comments: 1 2 3 4 5

4. Did the instructor's classroom management allow discussion and questions to be answered?
Comments: 1 2 3 4 5

5. How well did the instructor's assignments, projects, and class discussions encourage you to think critically for yourself?
Comments: 1 2 3 4 5

6. How well did the instructor integrate course content with thoughtful understanding of the Christian faith?
Comments: 1 2 3 4 5

7. How well did the assessment tools (tests, papers, oral presentations) reflect important aspects of the course?
Comments: 1 2 3 4 5

8. Does the grading system used in this course accurately assess your achievement?
Comments: 1 2 3 4 5

9. Did the instructor make himself/herself available for individual consultation?
Comments: 1 2 3 4 5

10. Did the instructor use technology and/or educational equipment (videos, overheads, computers, etc.) effectively in presenting the content materials for this course?
Comments: 1 2 3 4 5

11. The resource materials chosen for this course (i.e. textbooks, class handouts, and educational learning aids) effectively helped the learning process.
Comments: 1 2 3 4 5

12. Did the instructor appear to have a grasp on the current issues within his/her field of research?
Comments: 1 2 3 4 5

13. How well were the course outcomes (as stated in the course syllabus) met?
Comments: 1 2 3 4 5

14. What is the overall effectiveness of this instructor?
Comments: 1 2 3 4 5

Additional Remarks:

Appendix D
Community Christian College
Evaluation of a Faculty Member by an Administrator or Peer

After observing the faculty member in at least one class session and examining various course materials (i.e. syllabus, handouts, textbook, test) for at least one course, the following evaluation has been assessed. The faculty member being observed is entitled to know the outcome of the evaluation so that s/he might come to a better understanding of the strengths and/or weaknesses of his/her methods and how these might be improved.

Name of Instructor _____ Class _____

Name of Observer _____ Date _____

Number of Students _____

Topic of Lecture _____

I, the observed instructor, have read my evaluation.

Signed, _____ Date: _____

Do you choose to give a response or clarify any misunderstandings or misinterpretations? Yes, I will respond _____ (initial) No, I will not respond _____ (initial)

Would you like to meet in person to discuss these issues? _____ (initial)

Please return this material to the Faculty Chair as soon as possible. Note that one copy is for yourself.

Faculty Peer Evaluation Form
Community Christian College

Class _____ **Date** _____ **Instructor** _____

Organization

Does the faculty member present material in an understandable and logical manner, stay on topic and provide summaries and transitions?

Comments:

Clarity

Does the faculty member define unfamiliar terms, give examples, speak clearly, vary the pace and teaching method to meet different learning styles, and explain assignments clearly and in a detailed manner?

Comments:

Interaction

Does the faculty member make eye contact, call individuals by name, ask questions, allow students to ask questions, and respond to wrong answers constructively?

Comments:

Attitude

Does the faculty member speak with enthusiasm and in an expressive way, communicate personal interest in the subject, treat students with respect and acceptance, and project a manner that is positive, encouraging and affirming?

Comments:

Course and Class

Does the faculty member clearly communicate course outcomes and objectives? Does he/she present and use an easy-to-follow syllabus which accomplishes these outcomes, announce availability for consultation, start and finish on time, utilize class time efficiently, and cover an adequate amount of relevant material?

Comments:

Integration

Does the faculty member skillfully integrate his/her presentation with biblical truth? Does he/she give evidence of being aware of interdisciplinary relationships?

Comments:

Appendix E
Community Christian College

Faculty Self-Evaluation

Instructor: _____ Date: _____

Course taught: _____ Quarter/Year: _____

Please provide an assessment of your job performance over the period of service currently under evaluation, using the appropriate letter.

SA=strongly agree A=agree NA=not applicable D=disagree SD=strongly disagree

1. My course syllabus has clearly stated course objectives.	SA	A	NA	D	SD
2. The course objectives agree with institutional purposes.	SA	A	NA	D	SD
3. The stated objectives reflect the course content and are current with the recent developments within the discipline.	SA	A	NA	D	SD
4. The textbooks are current and conform to course objectives.	SA	A	NA	D	SD
5. Class sessions encourage critical thinking and discussion.	SA	A	NA	D	SD
6. The course appropriately reflects Christian philosophy and conforms to the institutional doctrinal standards.	SA	A	NA	D	SD
7. The instructional methods are varied and learner responsive.	SA	A	NA	D	SD
8. The needs of the advanced and basic students are considered.	SA	A	NA	D	SD
9. Tests correlate well with the content of class sessions and assignments.	SA	A	NA	D	SD
10. Course assignments include writing and research appropriate to the level and nature of the course.	SA	A	NA	D	SD
11. The course requirements include sufficient reading assignments from the text and source document.	SA	A	NA	D	SD

Please describe any additional comments below or on the back side of this form you feel necessary.

Appendix F
Community Christian College
Academic Freedom Questionnaire

The Board of Trustees of Community Christian College is concerned that you have the academic freedom as outlined in the attached “Academic Freedom Policy.” Please take time to answer these questions and return it in the enclosed envelope which will go the Chairman of the Board of Trustees.

Do you feel that you have been given the freedom to teach as outlined in our “Academic Freedom Policy”?

Restricted					Free
1	2	3	4	5	

Comments: _____

Have there been any instances when you feel your freedom has been violated? Please describe in writing or feel free to call the Chairman of the Board.

Do you have any comments regarding academic freedom you would like to share with the Board?

Thank you for being part of Community Christian College. We value our students and we value you.

Appendix G
Community Christian College
(course # and title)
Instructor: (name)
(Quarter and year)

MEETING TIME AND PLACE:
Self-explanatory

PREREQUISITES: (state if any).

CREDITS: 4.5 (or other)

RELATIONSHIP TO CURRICULUM:
(Must state how it relates to CCC's program, usually as a requirement toward the AA degree. Also it would be beneficial to state how it relates to a four year program.)

COURSE DESCRIPTION:
(use the CCC catalog description)

COURSE OBJECTIVES AND OUTCOMES:
(class title) is designed to help the student: (refer to course planning document or again, the catalog description)
(Use words from Bloom's Taxonomy; see appendix in faculty handbook)

- Examples:
- 1) differentiate the ... ;
 - 2) explain the ... ;
 - 3) characterize the ... ;
 - 4) pinpoint the ... ; and
 - 5) acquire and employ the basic

ABSENTEE AND TARDINESS POLICY:
Due to the structure of our course schedule, attendance at each four-hour class session is vital because missing four hours of class is equivalent to missing an entire week of instruction. An absence from class must not be viewed in a casual way. It should only be considered under unforeseen or emergency conditions.

1. There is a total allowance of only three class sessions; excess of this amount will result in the student being dropped from the class.
2. Tardiness will be calculated on a pro-rated basis toward the student's absentee record and will be cumulative.
3. Should the instructor be late, the students are required to remain in class for 30 minutes.

ACADEMIC INTEGRITY:
The world of higher education is a community of scholars, teachers, and students committed to learning. As such, a strong commitment to truth and honesty is

foundational. For, without them, members could not trust the writings, research, lectures, or opinions which constitute the business of the community, and higher education would eventually crumble. This is why the College honors and fiercely guards academic integrity. It is the responsibility of every member of the community to nurture and sustain this climate of honesty.

Actions which destroy academic integrity such as, but not limited to, cheating, plagiarism, intellectual theft, destruction of intellectual property, et cetera can have no place in the life of the College. Students who commit these destructive actions are subject to strong disciplinary action.

Academic standards are expected from each student in the following ways, though not limited to these:

1. Producing independently all work submitted under one's own name, (e.g., papers, lab reports, homework and exams).
2. Giving credit to the ideas, words, and works of others by properly referencing them in one's own work via citation, footnotes, etc.
3. When working in collaboration with others, identifying all contributors.
4. Completing exams without receiving or giving help or in any way tampering with the exams.
5. Submitting one's own original work.

Refer to 'Academic Integrity' of the Student Handbook.

FACULTY CONSULTATIONS:

(state how your students can best contact you and any parameters you might have for them doing so.)

REQUIRED TEXTS:

(self explanatory)

RECOMMENDED TEXTS:

(optional)

COURSE REQUIREMENTS:

1. State the means by which they are graded: Exams, quizzes, essays, textbook work, participation, etc.

GRADING AND EVALUATION:

(State the points or percentage of the total given to the categories above.)

Community Christian College has officially adopted the following grading scale:

97-100% – A+	93-96% – A	90-92% – A-
87-89% – B+	83-86% – B	80-82% – B-
77-79% – C+	73-76% – C	70-73% – C-
67-69% – D+	63-66% – D	60-63% – D-

Below 60% – F

COURSE SCHEDULE:

WEEK 1:

(for weeks 1-12 you should tell them 2 things per week:

1. What you will be presenting and the topic under investigation.
2. What is required from the students to do in preparation for that week's work.
3. I also find it helpful for both the students and me to include the specific points that are available to be earned that week.)

Appendix H

Bloom's Taxonomy *

Benjamin Bloom created this taxonomy for categorizing level of abstraction of questions that commonly occur in educational settings. The taxonomy provides a useful structure in which to categorize test questions, since professors will characteristically ask questions within particular levels, and if you can determine the levels of questions that will appear on your exams, you will be able to study using appropriate strategies.

Competence	Skills Demonstrated
Knowledge	<ul style="list-style-type: none"> • observation and recall of information • knowledge of dates, events, places • knowledge of major ideas • mastery of subject matter • <i>Question Cues:</i> list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	<ul style="list-style-type: none"> • understanding information • grasp meaning • translate knowledge into new context • interpret facts, compare, contrast • order, group, infer causes • predict consequences • <i>Question Cues:</i> summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application	<ul style="list-style-type: none"> • Use information • use methods, concepts, theories in new situations • solve problems using required skills or knowledge • <i>Questions Cues:</i> apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover

Analysis	<ul style="list-style-type: none"> • seeing patterns • organization of parts • recognition of hidden meanings • identification of components • <i>Question Cues:</i> analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Synthesis	<ul style="list-style-type: none"> • Use old ideas to create new ones • generalize from given facts • relate knowledge from several areas • predict, draw conclusions • <i>Question Cues:</i> combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
Evaluation	<ul style="list-style-type: none"> • compare and discriminate between ideas • assess value of theories, presentations • make choices based on reasoned argument • verify value of evidence • recognize subjectivity • <i>Question Cues</i> assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

Appendix K

Community Christian College
Grade Change Form

Student's Name: _____

Course number and title: _____

Quarter and Year: _____

This review was initiated by: student _____ instructor _____

To be completed by student (if applicable):

Give the reason(s) you feel your grade should be reviewed for a grade change:

To be completed by the instructor:

Former Grade: _____ Revised Grade: _____

Reason for Change:

Clerical: _____

Other: _____

Faculty name: _____

Faculty signature: _____ Date: _____