



FACULTY MANUAL

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AUTHORITY TO AMEND

This Faculty Procedural Manual is intended to be a reliable guide for the faculty of LABI College. It is intended to enhance efficiency and collegiality and to facilitate the development of a community of learning deeply rooted in the Pentecostal tradition. The faculty in session may request a review and amendment of specific provisions of the handbook at any time and may also request a comprehensive revision.

1. INSTITUTIONAL AND MISSION

1.2 Mission

1.2.1 Mission

- We are a Biblically based Pentecostal community of higher learning, equipping Christian men and women for service to the church and world.

1.2.2 Institutional Goals

- Academic-Students will develop a biblical and theological foundation from a Pentecostal perspective.
- Intellectual-Students will gain critical thinking and effective communication skills that will enable them to articulate the Christian faith in the church, academy, and society.
- Spiritual formation-Students will experience biblical spiritual formation practices that will form their character in Christ and assist them in discovering their call for the ministry.
- Service-Students will learn a biblically-based servant style of leadership and develop competency in ministry skills that will prepare them for credentials with the Assemblies of God.

1.2.3 Values

- Truth-Pursuing truth and a biblical foundation through academic learning.
- Service-Experiencing servant leadership through ministerial and professional opportunities that develop gifts for service.
- Culture-Commitment to cultural integrity and embracing diverse ethnicities.
- Character-Developing Christ-like identity, habits, gifts, and cultivating a love for others

1.2.2 Vision

- To be a 21st Century Pentecostal school where students matter, ministry is emphasized, the Spirit is emphasized, teachers care, gifts are developed, theory and hands on meet, curriculum is delivered through non-traditional methods, and where classes are accessible through virtual classroom, online resources, and extensions.

1.3 Educational Philosophy and Academic Freedom

LABI College is an institution of higher learning, affiliated with The General Council of the Assemblies of God and endorsed by the Alliance for the Assemblies of God Higher Education. LABI College is loyal to the Assemblies of God and in support of the Great Tradition of the Church.

In regard to academic freedom, the naturally sacred right of freedom of expression is recognized as a requisite for effective and intelligent dissemination of ideas. Nevertheless, all members of this institution are expected to support and respect the Pentecostal and historical traditions of the Church.

LABI College's philosophy of education is from a Pentecostal perspective. It is our purpose to perpetuate the Pentecostal experience and the missionary and evangelistic fervor that have characterized the Assemblies of God since its inception. Incorporated into the above is the urgency of educating students that will serve the spiritual needs of this world. Such a challenge can only be met by a ministry empowered by the Holy Spirit, filled with compassion for a lost world, armed with the sword of the Spirit, consumed by a burning desire to preach the gospel, and full of the love of God.

1.4 Intellectual Property Agreement

The stewardship of such intellectual property, consistent with the teaching, research, and the service of the institution is an important responsibility of both the school and the faculty. This document sets forth LABI College Policy concerning the stewardship of copyrights and patents.

1.4.1 Definitions

1.4.1.1 "Intellectual property" is defined as any invention, creation, innovation, discovery, or improvement of LABI College course curriculum, courses, syllabus, lecture notes and/or educational materials used in the classroom. This would include any e-mails, power point slides, videos, skits, exams, and/or files kept on LABI College's computers and/or accounts.

1.4.1.2 "The institution" is defined as the school. It refers to LABI College.

1.4.1.3 "The school" is defined as the local institution named LABI College.

1.4.1.4 "The employee" is defined as any faculty, staff, and other persons employed by LABI College, whether they are part-time faculty, visiting faculty and researchers.

1.4.1.5 "The adjunct professor" is defined as any part time professor. LABI College does not hire full time professors.

1.4.1.6 "Institutional works" are defined as works created at the instigation of the school, under the specific direction of LABI College, for the institution's use, by a person acting within the scope of his or her employment or subject to a written contract. Such material may include the intellectual property contributions of employees to school committee reports, musical or dramatic performances or productions, and departmental lecture note files.

1.4.1.7 "Instructional materials" are defined as materials used for the instruction of students. Such works include textbooks, syllabi, study guides, handouts and manuals created by the faculty member for the student.

1.4.1.8 "Traditional works of scholarship" are defined as works, other than institutional works, reflecting research and/or creativity which, within the school, are considered as evidence of professional advancement or accomplishment. Such works include scholarly publications, journal articles, research bulletins, monographs, books, plays, poems, and works of art.

1.4.1.9 "The school's resources" are defined as all tangible resources provided by LABI College to employee, including computer hardware and software, office, lab, and studio space and secretarial service; research, teaching, supplies; utilities; funding for research and teaching activities, travel; and other funding or reimbursement.

1.4.2 Assignment and Protection of Intellectual Property

1.4.2.1 The institute shall not exercise intellectual property rights in any work created or discovered by an employee other than works meeting the definition of "intellectual property" or "institutional works," unless such rights are voluntarily transferred by the employee or secured through licenses set forth in this policy.

1.4.2.2 All employees assign rights in applicable intellectual property to LABI College. The institute shall have the sole right to determine the disposition of applicable intellectual property under this Policy. Responsibility for disposition of applicable intellectual property resides with the Academic Dean, subject to the policies developed by the school.

1.4.2.3 Employees may not assign, or license rights in, applicable intellectual property to third parties without the written consent of the institute. All assignments must be in writing and shall conform to the requirements of this policy of his or her volition. The school will also assign any project which it funds of its own volition.

1.4.2.4 The employee retains responsibility for intellectual stewardship of his or her intellectual property. The employee shall have the right to be identified, or to refuse to be identified, as the employee by the school and by subsequent licensees and assignees, except as required by law.

1.4.2.5 The employee shall retain the rights to pursue related research and creative activities, determine methodologies, draw conclusions, disseminate information, and develop related intellectual property (including derivative works), except to the extent that the employee has voluntarily entered into contractual arrangements or is required by legal or professional considerations to do otherwise.

1.4.3 Institutional Works

1.4.3.1 The school shall own intellectual property rights in institutional works, except as provided in prior written agreements between the institution and the persons who created those works.

1.4.3.2 The employee(s) of institutional works shall exercise no rights in such works and shall receive no proceeds resulting from the sale, assignment, licensing, or use of such works, except as provided in prior written agreements between the institution and the persons who created those works.

1.4.4 Disclosure:

Employees shall disclose promptly to the school any applicable intellectual property.

2. FACULTY ORGANIZATION AND DUTIES

2.1 Faculty Membership

Faculty status is conferred by the Dean of Academic Affairs under the terms of the Constitution and Bylaws. Membership shall also include the President and Academic Dean and some administrative staff who have a minimum of a Master degree.

2.1.1 Definition of Teaching Faculty

An adjunct professor is any instructor who teaches 8 units or less. A part time professor is any instructor who teaches 9-11 units. A full time professor is any instructor who teaches 12 units or more. Part or Full time professors are also assigned duties in teaching, service, and scholarship. No less than 100 % of the faculty compensation is designated for teaching and the work involved.

2.2 Job Description for LABI College Teaching Faculty

2.2.1 Position Purpose

The faculty teaches and serves at LABI College, contributing to its Christ-centered nature and its urban and international focus while developing its students into Pentecostal leaders who will serve God in the church and in the world.

Each of the following components is an expected part of the LABI College faculty job description and has a minimal, acceptable standard of performance. However, the percentage listed for each component provides a basic guideline for job responsibilities and is open to adjustment and flexibility for each school year as agreed upon between the faculty member and the Dean of Academic Affairs.

2.2.2 All faculty will fulfill obligations of their contracts by:

2.2.2.1 Participating in college teaching that is contracted/assigned and being available during the contract dates;

2.2.2.2 Developing professional competence through reasonable study and research;

2.2.2.3 Maintaining adequate records of student attendance and grades (including keeping backups of computer records) and reporting to the registrar in a timely manner;

2.2.2.4 Filing essential syllabi, textbook and reading lists, sample tests, and other relevant materials for the general course file with their division chairs and the Academic Dean;

2.2.2.5 Administering final exams in each class taught during finals week; and

2.2.2.6 Complying with the policies stated in the constitution of this institution and complying with other responsibilities as agreed upon.

2.2.3 Adjunct teaching faculty will also fulfill additional obligations of their contracts by:

2.2.3.1 Participating regularly in the spiritual emphasis and activities of the college;

2.2.3.2 Being punctual and exhibiting full attendance at all faculty meetings, in-service days, lunches with students, faculty retreats (and orientations as applicable);

2.2.3.3 Serving on committees to which they are appointed or elected;

2.2.3.4 Recommending books to the Library Director in the fields in which they teach;

2.2.3.5 Providing accurate, appropriate, and caring academic and personal advising;

2.2.3.6 Accomplishing satisfactory chapel attendance (especially the day when he or she teaches);

2.2.3.7 Representing the school to the larger community and church world as opportunity and occasion warrant;

2.2.3.8 Endorsing and, within reason, participating in extracurricular activities of the college;

2.2.4 Effective Teaching

LABI College defines itself as a teaching institution. Therefore, effectiveness in teaching students and promoting a strong learning environment are highly valued and expected attributes of its faculty. Teaching effectiveness is defined as:

2.2.4.1 Course Preparation and Delivery

2.2.4.1.1 Developing, organizing, and implementing course objectives which are generally accepted to be significant for that discipline;

2.2.4.1.2 Selecting effective teaching strategies and carrying out thoughtful lesson planning;

2.2.4.1.3 Maintaining currency in professional scholarship in the field of teaching;

2.2.4.1.4 Developing consistency among objectives, class activities, assignments, and evaluation;

2.2.4.1.5 Providing for preparation, submission, and copying of course syllabi, timely book ordering, handouts, and other course necessities.

2.2.4.2 Student Assessment

2.2.4.2.1 Providing appropriate, timely, understandable feedback to students about their progress on stated objectives;

2.2.4.2.2 Contributing to the accomplishment and assessment of desired student outcomes as specified by the college and various divisions;

2.2.4.2.3 Making course changes indicated through assessment and evaluation in order to promote maximum student learning and development; and

2.2.4.2.4 Providing individual assistance and guidance to students by appropriate means.

2.2.4.3 Supporting the school's Mission/Vision Statement

2.2.4.3.1 Evidencing personal and professional commitment to the school's mission/vision statement;

2.2.4.3.2 Linking learning in the classroom to the real world through connecting learning experiences and assignments to field experience;

2.2.4.3.3 Helping students learn content, processes, information retrieval, thinking skills, and evaluation skills relevant to the course;

2.2.4.3.4 Providing holistic student development including spiritual, moral, and character development; and

2.2.4.3.5 Creating a positive course experience for the students;

2.2.4.4 Teaching effectiveness may be assessed by evidence generated from the following sources:

2.2.4.4.1 Self-evaluation

2.2.4.4.2 Student evaluation

2.2.4.4.3 Peer, President, and Dean's evaluation

2.2.5 Effective Advising

Faculty members are encouraged to serve as advisers for students, providing access for assistance in academic as well as personal matters when appropriate. Care should be taken to ensure that student advising is effective, accurate, and professional. Academic advising involves not only assistance and guidance in selection of courses but also guidance in the selection of post-graduation programs.

2.2.5.1 An effective adviser will:

2.2.5.1.1 Initiate student contacts and be available for student-initiated contacts;

2.2.5.1.2 Follow up on all advisees so that they complete registration in the prescribed time frame;

2.2.5.1.3 Demonstrate a genuine interest in the person's total experience at LABI College;

2.2.5.1.4 Clearly communicate general education, Bible/theology, and ministry requirements to his or her advisees, including prerequisites;

2.2.5.1.5 Clearly communicate school policies needed for good decision making and clear variances to college policies with the Registrar's Office, utilizing appropriate processes (course sequence, overload, independent studies, and prerequisites);

2.2.5.1.6 Allow students freedom of choice in decision making, even to leaving a program if they so desire;

2.2.5.1.7 Provide for contact with other students who need prayer, ministry, and counsel;

2.2.5.1.8 Help struggling students improve their study habits and/or self-discipline or provide referrals for more extensive remediation to the Writing Center; and

2.2.5.2 Effectiveness in advising may be assessed by evidence generated from the following sources:

2.2.5.2.1 Self-evaluation

2.2.5.2.2 Periodic random evaluations by advisees

2.2.5.2.3 Evaluation by the Registrar and Dean of Academic Affairs.

2.2.6 Effective Chapel and Spiritual Involvement at LABI College

Spiritual development and intellectual development go hand in hand. Faculty members are encouraged to join our chapel services if possible.

2.2.6.1 Faculty members are involved in effective chapel and spiritual involvement through:

2.2.6.1.1 Attending chapel;

2.2.6.1.2 Participating, when requested, in leadership of the chapel through preaching, making announcements, taking an offering, leading in prayer, or leading in worship;

2.2.6.1.3 Being involved at least part of the time after chapel for personal prayer, fasting, and praying for and spiritually counseling students;

2.2.6.1.4 Opening with class prayer, praying with students in the class, in the office, or in prayer groups

2.2.6.1.5 Whenever possible, working with students in ministry opportunities through service, mentoring, evangelization opportunities, preaching, teaching, music ministry, etc.;

2.2.6.1.6 Being credentialed with the Assemblies of God and/or being a member in good standing of an Assemblies of God church;

2.2.6.1.7 Maintaining regular church attendance (and appropriate involvement) in an Assemblies of God church or Pentecostal Church

2.2.6.1.8 Modeling a consistent Christian lifestyle.

2.2.7 Effective Institutional Meetings (Orientation Meetings)

2.2.7.1 Faculty members are involved in effective orientation meetings through:

2.2.7.1.1 Regular attendance on time at the meetings (with at least 75% attendance at meetings);

2.2.7.1.2 Attentive participation during the meetings through discussing, problem solving, and making other contributions;

2.2.7.1.3 Working outside the meeting in preparation for the next orientation or to accomplish particular objectives;

2.2.7.1.4 Working on self-study committees for accreditation;

2.2.7.1.5 Serving on temporary committees (e.g., search committees), sub and ad hoc committees;

2.2.7.1.6 Chairing committees as assigned, with the attendant extra work of setting and communicating meeting dates and times, providing for agenda and minutes, preparing handouts, etc.; and

2.2.7.1.7 Assisting in the administration of the divisions through program planning, mentoring of new faculty, recruitment of new faculty, consensus forming, and idea sharing.

2.2.7.2 Effectiveness in orientation meetings may be determined by:

2.2.7.2.1 Self-evaluation;

2.2.7.2.2 Evaluation of both work and outcomes by division chairs, the Academic Dean, the President, and/or others who have been affected by the committee's work.

2.2.8 Effective Professional Service

2.2.8.1 Effectiveness in the area of professional service will include:

2.2.8.1.1 Writing and publishing, including applied scholarship in any format such as video, music, drama, art, etc.;

2.2.8.1.2 Speaking, teaching, and preaching in church, district, and community events;

2.2.8.1.3 Ministry in the church and through trips and other methods/groups;

2.2.8.1.4 Participating in faculty development opportunities including the Hispanic Institute for Pentecostal Studies, academic conferences and seminars;

2.2.8.2 Effectiveness may be measured through:

2.2.8.2.1 Submission of publications and other products;

2.2.8.2.2 Self-evaluation;

2.2.8.2.3 Documentation of awards, presentations, involvement, reviews of publications, etc.; and

2.2.8.2.4 Peer review.

2.3 Faculty Duties

The faculty members are solemnly charged with the implementation of the mission of the college as defined in its official mission statement and Constitution and Bylaws. More specific duties are as outlined in this handbook. All faculty are immediately responsible to the Dean of Academic Affairs for performance of their duties.

2.4 Faculty Organization

The faculty comprises four academic divisions to which all adjunct faculty are assigned. The divisions are General Education, Bible, Ministry, and Theology. Assignment will normally be to one division; however, special needs may dictate service across divisional lines.

2.5 Committee Guidelines

2.5.1 Standing Committees

2.5.1.1 At the beginning of each academic year, the Dean of Academic Affairs will announce the membership of the various standing committees. In general, it is planned that each faculty member shall be on at least one committee, although some faculty posts necessarily require membership in more than one. Students and staff should be included on important committees whose action impacts the entire campus. It shall be understood that all committee assignments are for the period of one year.

2.5.1.2 Committee chair—persons shall call meetings in compliance with the academic calendar and as necessary to satisfactorily carry out the charge to their committee. Each committee shall meet the first month of each semester. Committee members shall be notified of meetings in writing at least one week prior to the scheduled meeting.

Notification of all committee meetings shall be sent to the offices of the President and the Dean. (Both the President and Academic Dean serve as ex officio members of all committees.)

2.5.1.3 All committee activities shall be recorded by the secretary, and a copy of the minutes shall be forwarded to the offices of the president and the vice President for academic affairs after each meeting. All minutes should reflect exploring the options and sufficient discussion to allow the committee to reach a prudent decision or to recommend to the faculty a plan of action. All minutes should record the assessment instrument, research or comparative study on which decisions and recommendations are made. Reports should be referred on to the faculty for information and input.

2.5.1.4 Committee chairs are responsible to the Academic Dean for the conduct of their committee unless otherwise stated in the guidelines of individual committees.

2.5.2 Academic Cabinet

The Academic Cabinet is composed of the Dean and faculty personnel.

2.5.2.1 Committee Assignments:

2.5.2.1.1 The Academic Cabinet shall be responsible for reviewing the curriculum, course objectives and making recommendations to the Academic Dean.

2.5.2.1.2 It shall conduct and sponsor student/faculty dialogues and seminars germane to the mission of the college.

2.5.2.1.3 It shall act on divisional recommendations of course additions, deletions, expansions, or any of these combinations.

2.5.2.1.4 Recommendations approved by the AC shall be presented by Dean of Academic Affairs to the faculty at a regular or called meeting for approval and recommendation to the board of administration.

2.5.2.1.5 Approved policy changes shall be submitted to the board of administration for proper implementation if budgetary matters or general school policy will be affected. If the policies are routinely academic in nature, implementation will be directed by the Dean of Academic Affairs.

2.5.3 Library Committee

The Library Committee is composed of the librarian as chairperson and at least two faculty members appointed by the Dean of Academic Affairs and approved by the President.

2.5.3.1 Committee Assignments:

2.5.3.1.1 The Library Committee shall seek to integrate the library into the total education program and to formulate the policies and procedures which are followed in the library.

2.5.3.1.2 It shall receive recommendations from divisions regarding acquisition of volumes and periodicals, efficiency of operation, and other general procedural matters.

2.5.3.1.3 It shall consider student and faculty requests as pertains to the library.

2.5.3.1.4 It may make recommendations pertaining to the library budget and improvement and repairs to the physical plant of the library.

2.5.3.1.5 It shall seek to increase the volumes of the library through acquisition of private libraries of ministers and missionaries.

2.5.3.1.6 It shall plan programs that will increase student appreciation for and utilization of the library by encouraging displays and library training seminars.

2.5.3.1.7 It shall conduct surveys of the library's use and effectiveness.

2.5.6 Curriculum

2.5.6.1 Divisional Chairpersons

2.5.6.1.1 Chairpersons shall be named for each of the academic divisions by the board of administration upon recommendation of the Dean of Academic Affairs and the approval of the President.

The nominee(s) shall be submitted to the President and Dean of Academic Affairs who shall select a person. The term of office shall be for two academic years.

At the discretion of the Dean, the chair shall normally rotate among qualified members of the division with consideration given to such matters as longevity, academic qualifications, administrative aptitude, and willingness to serve.

2.5.6.1.2 The division chair shall concern himself or herself with the development, needs, interests, faculty morale, programs with his or her division, and communicate these concerns with the Dean.

2.5.6.1.3 He or she shall develop recommendations, reports, and review manuals, policies and procedures that relate to the academic program and operational procedures of the school.

2.5.6.1.4 The chairperson shall assist in the interviewing, training, supervision, and promotion of divisional personnel.

He or she shall cooperate with other divisions while promoting and advancing the programs of his or her division to the fullest possible extent insofar as opportunities and resources permit.

2.5.6.1.5 He or she shall conduct no less than one division meetings each year.

2.5.6.1.6 He or she shall recognize that his or her appointment is normally on an annual basis and that he or she is amenable to the Academic Dean in the performance of his or her duties.

2.5.6.1.7 He or she shall receive and retain on file syllabi for all courses offered in his or her division and forward copies to the Academic Dean.

2.7 Hiring of New Adjunct Faculty

2.7.1 Part-Time Faculty Appointments

Appointments to part-time faculty positions (adjunct professors) at LABI College are made by the Dean of Academic Affairs and a review of the reports and recommendations of the search committee.

2.7.2 Composition of a Search Committee

In the event of a vacancy in a division, the Dean of Academic Affairs, in consultation with the President and the chair of that division, appoints a search committee to find a replacement. The chair of the division generally serves as chair of the search committee to work in consultation with the Dean of Academic Affairs. The committee usually consists of one or two additional faculty members from the division with the vacancy and one or more faculty members from outside the division.

2.7.3 Search Process for Part-Time (Adjunct) Faculty

The search process is handled mainly by the committee in coordination with the President as well as the Dean of Academic Affairs whose office may assist the division office in accomplishing various tasks of the search process.

2.7.3.1 The following is a guideline for how the search process will generally take place:

2.7.3.1.1 The Dean of Academic Affairs selects faculty chair of the search committee (generally the division chair in the field of opening).

2.7.3.1.2 The Dean of Academic Affairs and search committee chair (SCC) in consultation with the President discuss other members of the committee and the academic dean asks them to participate.

2.7.3.1.3 The composition of the committee and an opening announcement is made to the entire faculty.

2.7.3.1.4 SCC sets timeline for the search, including application deadline.

2.7.3.1.5 SCC solicits input and determines special characteristics and qualifications for the position based upon division needs.

2.7.3.1.6 In consultation with the Dean of Academic Affairs, SCC prepares a job description and an advertisement.

2.7.3.2 The SCC gathers candidates through the following means:

2.7.3.2.1 Check the files of the Dean of Academic Affairs and contact those who have previously provided applications/ resumes to see if they are still interested. Give candidates an opportunity to update their files.

2.7.3.2.2 Contact other potential candidates about the opening. Complete their files, (resume, college application, etc.).

2.7.3.2.3 Work with the Human Resources Department.

2.7.3.2.4 Follow up on verbal leads from the faculty and from professional colleagues.

2.7.3.2.5 Contact the Alliance for the Assemblies of God Higher Education, in Springfield to see if they have résumés from interested persons in this field.

Complete the files on all interested persons to include at least their résumés and applications. The office of academic affairs may be used in this process.

2.7.3.3 After the deadline, the search committee meets to consider all applications. They will narrow the field and schedule a phone interview between the top candidates and the committee.

2.7.3.3.1 The committee will carry out the phone interviews and discuss outcomes, deciding the priority order for personal interviews. SCC discusses first choices for a candidate with the Dean of Academic Affairs and then schedules a personal interview with the top choice(s).

2.7.3.3.2 Generally, one person at a time is brought on campus and a decision is made on that individual. However, there may be times when several candidates would be interviewed and then a choice would be made.

2.7.3.3.3 The SCC gathers references for persons in whom the committee is most interested.

2.7.3.3.4 The SCC assures that the applicant's entire file is complete, which includes a resume, an application including a signed doctrinal statement and statement of faith, and official transcripts.

2.7.3.3.5 The SCC arranges the interview dates with the candidate and coordinates interviews with the schedules of various persons including the academic dean, the president, the search committee, and anyone else deemed appropriate.

It is important to send all involved persons the schedule and the interviewee's résumé along with a reaction sheet for feedback and evaluation.

2.7.3.3.6 The interview should also involve the teaching of one or two classes with feedback from students and faculty observers (ministers are also expected to speak in chapel if possible).

It is expected that during the time of the personal interview, the applicant publicly demonstrates personal competence in the area of expertise.

2.7.3.3.7 The SCC schedules the interview and other needs (lodging and food) during the interview, and prepares and gathers reaction sheets from those who interviewed the candidate.

2.7.3.3.8 The search committee meets to discuss the outcome of the interview and determines if additional interviews are in order. SCC gives findings and recommendations of the search committee to the academic dean, and he or she determines the next steps. The interview process may be repeated by phone if any points need to be clarified.

2.7.3.4 When the committee believes that it has arrived at a recommendation, the information is provided to the Dean of Academic Affairs and the President with reasons for the recommendation.

A final decision will be made by the president in his recommendations to the Presidential Cabinet. It is always possible to hold open a position and/or to reopen a search if Dean of Academic Affairs or the President is not satisfied with the quality of the applicants.

After agreement is made on the candidate, the Dean of Academic Affairs makes an offer in writing. After acceptance by the candidate, a contract is sent with the signature of the president.

2.7.4 Other Qualifications and Faculty File

In addition to meeting these minimum qualifications, every faculty member is expected to show professional competence and growth, spiritual maturity, and to demonstrate agreement with the mission, vision, and goals of LABI College.

Each faculty candidate must complete a documented file which includes a recent:

- (1) Resume,
- (2) Signed doctrinal statement,
- (3) Original transcripts from graduate and undergraduate record.

2.7.5 Terms of Appointment of Part-time Faculty

Initial appointments of part-time faculty are for a term of one semester with the rank to be determined by the academic dean in consultation with the president.

With a positive yearly evaluation and review, the new part-time faculty member will be considered for a new appointment for each successive year. Generally, all faculty members are evaluated by the divisional chairs and by peers on an annual basis. The Dean of Academic Affairs may also choose to do an annual evaluation.

2.8 Faculty Reviews

Each faculty member will be evaluated each semester with student course evaluations. Self-evaluations, peer evaluations and divisional chair evaluations will be conducted yearly if applicable.

The Dean of Academic Affairs also reserves the right to do regular evaluations if necessary. Evaluations may include one's instructional abilities, chapel attendance, participation in the school and church community, and committee work.

2.9 Disciplinary Action

In the event of disciplinary action sufficient to lead to dismissal against any member of the faculty under a current contract, the following procedures shall apply (this procedure does not apply to those individuals who receive a notice of non-renewal of contract):

2.9.1 The Inquiry Stage

2.9.1.1 Innocent Until Proven Guilty

All faculty members under contract shall be considered innocent of any charge or charges which result in administrative censure or dismissal, unless a hearing establishes otherwise. All disputes, or charges, will be resolved on the basis of Scriptural principles rather than on civil authority.

2.9.1.2 Procedure

Any charge or charges made against a faculty member must be submitted in written form to the academic dean of the school. The following procedure will then be followed:

2.9.1.2.1 The academic dean shall deliver personally, in writing, the nature of the accusation to the person so charged.

2.9.1.2.2 The accused shall then present his or her side of the question verbally to the academic dean.

2.9.1.2.3 The academic dean may request the faculty member to submit a statement of response in writing.

2.9.1.2.4 If the academic dean, in consultation with the president, considers the charges to be unfounded, he or she shall inform the accused in writing within a week, if possible.

2.9.1.2.5 If the academic dean and the president are unable to reach a conclusion in the matter, the academic dean shall so inform the faculty member and call for a preliminary hearing to discuss the matter further. If the allegation appears to have

major consequences (e.g., a moral charge), the faculty member may be asked neither to meet his or her classes, nor to be in his or her office.

2.9.1.3 Admits Guilt

If the accused admits guilt, the college administration will recommend appropriate action to the Presidential Council.

2.9.2 The Preliminary Hearing Stage

2.9.2.1 Call for Preliminary Hearing

The Dean of Academic Affairs shall call for a preliminary hearing within two weeks of the original accusation.

2.9.2.2 Schedule for Preliminary Hearing

The Dean of Academic Affairs and the accused shall determine the date, time, and place for the preliminary hearing.

2.9.2.3 Director of Proceedings

The Dean of Academic Affairs shall direct the proceedings of the preliminary hearing.

2.9.2.4 Seek to Resolve

At this meeting, the academic dean and another member of the administration shall seek to resolve the matter informally with the accused and a faculty member of the accused choice.

2.9.2.5 Cleared of Charges

If the faculty member is cleared of the charges made against him or her, the Dean of Academic Affairs shall immediately write a letter of exoneration on the basis of the information available. This does not preclude the reopening of the case if new evidence should arise.

2.9.2.6 Not Cleared of Charges

If the faculty member is not cleared of the charges made against him or her, the Dean of Academic Affairs and the accused shall set the date, time, and place for a formal hearing. An early date should be sought.

2.9.2.7 Admits Guilt

If the accused admits guilt, the school administration will recommend appropriate action to the Presidential Council.

2.9.3 The Formal Hearing Stage

2.9.3.1 The Moderator

2.9.3.1.1 The moderator shall be a qualified faculty person agreeable to both the academic dean and the accused.

2.9.3.1.2 He shall direct the proceedings in a fair and impartial manner.

2.9.3.1.3 He shall make a faithful record of the proceedings, preferably by tape recording.

2.9.3.1.4 He shall declare the decision of the jury to the accused and to the administration.

2.9.3.2 The Defendant or His or Her Representative

2.9.3.2.1 The accused may act as his or her own defender or select anyone he or she chooses.

2.9.3.2.2 He or she shall have power to call in witnesses and to present evidence.

2.9.3.2.3 He or she shall have the right to face his or her accusers.

2.9.3.2.4 He or she shall make a summation of his or her case to the jury.

2.9.3.3 The Jury

2.9.3.3.1 The jury shall consist of:

2.9.3.3.1.1 Available members of the board of school administration, except the Dean of Academic Affairs.

2.9.3.3.1.2 The chairperson of the Spiritual Life Committee.

2.9.3.3.1.3 The chairperson of the S.G.A. Committee.

2.9.3.3.1.4 The chairperson of each faculty division.

2.9.3.3.1.5 The moderator in the event of the unavailability of personnel may make changes in the composition of the jury.

2.9.3.3.2 Evidence Presented

The jury shall hear the evidence presented.

2.9.3.3.3 Voting

Before casting a vote of guilty, a member of the jury must be convinced beyond all reasonable doubt of the guilt of the accused.

2.9.3.3.4 Verdict

The jury's verdict shall be determined by a majority vote.

2.9.3.3.5 Record of Findings

The findings of the jury shall be placed in the administration's record. The faculty member involved shall receive a copy of the same within three days.

2.9.3.4 The Procedure

2.9.3.4.1 Moderator

The moderator shall read the charges.

2.9.3.4.2 Witnesses for the Prosecution

Witnesses for the prosecution shall be called.

2.9.3.4.2.1 The moderator shall interrogate these witnesses.

2.9.3.4.2.2 Court members may interrogate further if they desire.

2.9.3.4.2.3 The accused or his or her representative may cross-examine these witnesses.

2.9.3.4.2.4 Witnesses for the defense shall be called.

2.9.3.4.2.5 Both the moderator and the accused (or his or her representative) shall make a summation.

2.9.3.4.2.6 All will be dismissed from the courtroom, with the exception of the jury.

2.9.3.4.2.7 The jury will decide, by majority vote, on the guilt or innocence of the accused.

2.9.4 The Disposition Stage

2.9.4.1 Jury Verdict

The jury shall give its verdict in writing to the administration.

2.9.4.2 Guilty Verdict

In the event the jury renders a verdict of guilty, the administration will then determine the degree of discipline.

2.9.4.3 Innocent Verdict

If the accused is adjudged innocent, the jury shall determine the nature and extent of a public statement to be made by the school administration.

2.9.5 The Reviewing Stage

2.9.5.1 Record of Proceedings

The board of administration shall submit a record of the proceedings to the Presidential Council, which is to be regarded as the final court of appeals as well as the reviewing authority.

2.9.5.2 Presidential Council Decision

The decision of the Presidential Council shall be made on the basis of the finding of the jury.

2.9.5.3 Additional Evidence

If the Presidential Council becomes aware of additional evidence having bearing on the case, it shall refer such evidence to the board of administration for scheduling of a retrial.

2.9.6 Right of Appeal

2.9.6.1 The accused has the right of appeal and personal appearance before the available members of the Presidential Council.

2.10 Termination

The school strives to be a fair and beneficent Christian employer. However, under certain circumstances, termination of employment must occur to ensure its ability to fulfill its mission. Those circumstances are as follows:

2.10.1 Non-reappointment

Written notice of non-reappointment shall be given no later than the last day of April before the expiration of the contract.

2.10.2 Resignation

Resignation may be initiated by a faculty member provided notice is given by the last day of April before the expiration of his or her current contract. Resignation from the faculty during the term of contract must be negotiated; it shall be recognized that the best interest of the school must prevail in such negotiations.

2.10.3 Lay-off

Financial exigency and/or decreases in enrollment of the school or any of its academic divisions or degree programs may require the lay-off of faculty members.

2.10.4 Dismissal for Cause

Dismissal for cause of a faculty member may occur for any of the following reasons:

2.10.4.1 Incompetence

2.10.4.2 Insubordination

2.10.4.3 Moral turpitude

2.10.4.4 Departure from the teachings and practices of the Assemblies of God as articulated in the Constitution and Bylaws

2.10.4.5 Physical or mental incapacity

2.10.4.6 Professional deterioration

2.10.5 Notice of Dismissal for Cause

Dismissal for cause may be effected immediately in cases of moral turpitude.

2.10.6 Suspension

The board of administration reserves the right to suspend an instructor who poses a risk or detriment to the classroom or campus until the appeals process is completed.

2.10.6.1 Remediation

Infractions deserving of dismissal for cause shall be identified in a meeting with the faculty member and the vice president for academic affairs. The infractions, along with a plan of remediation and a time limit for compliance, shall be communicated thereafter to the faculty member in writing.

2.10.6.2 Determination of Compliance

The academic dean shall meet with the faculty member at the end of the stipulated period to assess compliance. In the event of noncompliance, the faculty member will be given written notice of probation, along with a restatement of the remediation process, which may not be less than one semester, or fifteen weeks, in length.

2.10.6.3 End of Probation Period

Compliance at the end of probation will result in restoration to prior status. Otherwise, termination will be effected immediately.

2.10.6.4 Process of Remediation

Nothing in this process of remediation shall be construed to extend, or renew, the expiring contract of any faculty member not scheduled for renewal, nor may a faculty member utilize the process more than once for the same offense, nor more than twice in his or her career.

2.11 Arbitration of Faculty Contracts

Arbitration is a private means of resolving a dispute whereby the parties involved agree to be bound by the decision of an arbitrator(s) of their choice whose decision is final and whose award has the legal force of a court judgment or order. The advantages of arbitration over other forms of dispute resolution are flexibility of procedure; privacy; the ability to use arbitrators who are expert in the field of dispute; cost effectiveness; and ability to enforce the award. School employees, in consideration of their employment, and because of the clear command of Scripture, waive and forfeit the right to seek redress in civil courts for any dispute they may have with the school associated with their employment relationship, and agree to resolve any such dispute through binding arbitration as outlined below. It is understood that arbitration shall not preempt (1) the authority of a district or The General Council of the Assemblies of God to administer discipline to ministers for behavior that violates the standard of ministerial conduct set forth in the Bylaws of The General Council; or (2) the authority of the school to terminate an employee. All claims, disputes, and other matters in question relating to one's employment contract or the employment relationship of the parties, shall be resolved by binding arbitration and procedures as outlined below:

2.11.1 Selection of Arbitrators

2.11.1.1 First Arbitrator

The president of the school shall appoint one ordained Assemblies of God minister, who is not associated with the school, to represent the interests of the school.

2.11.1.2 Second Arbitrator

The faculty member having a dispute with the school shall appoint one ordained Assemblies of God minister, who is not associated with the school, to represent his or her interests.

2.11.1.3 Third Arbitrator

The arbitrators selected by the president and the faculty member shall select an ordained Assemblies of God minister, who is not associated with the school, who shall serve as a third arbitrator. This third arbitrator must be a neutral and disinterested person, having no preference for the school or the employee. The third arbitrator shall serve as chair of the arbitration committee composed of all three arbitrators.

2.11.1.4 Evidence

The arbitration committee may request written statements, oral arguments, and other evidence in its deliberations. Its decision shall be considered final in all matters relating to the dispute before it.

3. ACADEMIC POLICIES

Uniform academic policies have been adopted to provide for good academic administration. Each faculty member is expected to comply with these policies and such compliance is subject to periodic review.

3.1 Academic Calendar

The official academic calendar is published before the semester begins in the school website. Each faculty member is expected to be conversant with that calendar and to plan all schedules accordingly, including midterms, breaks, holidays, and finals. Any necessary adjustments to that calendar will be released by the Academic Dean.

3.2 Class Conduct

Each member of the faculty is expected to preside over his or her classroom in such a way as to assure the mission and objectives of the school for each class. In this role, faculty is to be seen as Christian mentors as well as theologians and educators.

3.2.1 Devotional

Each class should be called to order by a brief devotional but shall not extend beyond 10 minutes. The devotional may include hymns, choruses, brief Bible or devotional readings, and/or prayer.

3.2.2 Class Length

The courses at LABI are scheduled for 16 weeks. A 3 unit course totals 48 hours. For every 1 hour the faculty member must reserve a 10 minute break. For a 3 hour course the maximum of time allotted for a break is 30 minutes. This can be divided into three 10 minute breaks, two 15 minute breaks or one 30 minute break. The option is dependent upon the faculty member's preferences.

3.2.3 Classroom Discipline

Each faculty member is expected to maintain a classroom environment that is conducive to collegiate-level education. Students should be treated respectfully as professional colleagues in ministry. Any disrespectful or unruly student should be firmly directed in constructive classroom behavior. Faculty has the prerogative of dismissing uncooperative students who may then be readmitted to the class only after a conference with the instructor. If the student and the instructor are unable to resolve the issue, the faculty member can submit a Student Relations and Classroom Management Form to the Academic Dean.

3.2.4 Class Attendance

The school has a mandatory class attendance policy for all students with a limited number of allowable absences. This policy shall be carefully administered by each faculty member. Barring a serious medical emergency, credit is not to be granted for courses in which a student has been absent beyond the limit as specified in the following absence policy. Absences are counted from the first day of class and for all reasons (including school-sponsored activities, etc.). Absences in all regular classes are as follows:

If the student misses more than 20% of any course he or she cannot receive credit for the course. This is equivalent to more than 3 absences for a 16 week course. On the student's 4th absence the student will fail the course. Three tardies (up to 15 minutes late) in a class constitutes one absence. Tardy policy includes after breaks.

3.3 Classroom Assignment

Classroom assignment is the responsibility of Academic Dean but will normally be routinely administered by the registrar to accommodate varying class sizes. Faculty must clear proposed classroom changes with the Academic Dean.

3.3.1 Classroom Maintenance

Custodial staff members are responsible for basic classroom cleaning and maintenance. Faculty should report any custodial oversights, defective equipment, missing supplies, and so forth, to the office of the Academic Dean. Faculty should also ensure that the classroom is left in an orderly condition and that the white boards are clean for the next class. Lights and powerpoint projectors should be turned off if the class is not to be used immediately afterwards.

3.3.2 Classroom Equipment

Each classroom is equipped with basic instructional equipment such as a white boards and markers and projector. The Registrar Assistant has an inventory of additional computer equipment which may be requested in advance. The audiovisual equipment must be set up by the faculty member after receiving such equipment. Once the class is over, the faculty member must hand out the equipment to the Registrar Assistant. Defective equipment should be immediately reported to the faculty secretary.

3.4 Course Development

The course descriptions in the school catalog will be determinative in the development of all courses. The Academic Dean has final responsibility to ensure that all syllabi conform to the course descriptions and school objectives.

3.4.1 Course Syllabus

A copy of the current syllabus must be submitted to the Dean of Academic Affairs for approval. The syllabus is due on August 1st of the Fall semester and January 2nd on the Spring semester. **(See Appendix III)**

3.4.2 Student Course Workload and Study Time

For every 1 unit of course we will require 2 hours of homework. This means that for a three unit course the instructor should issue 6 hours of homework per week. This includes the length of time in reading, researching and writing the weekly assignments.

3.4.3 Textbook Selection

It is expected that faculty will be conversant with the literature in their fields and will bring a high level of skill to the selection of textbooks. Textbooks should be scholarly, current with the discipline, and carefully chosen to balance the needs of objective analytical thinking and Pentecostal heritage. The faculty member may choose his or her own texts in collegial dialogue

with the division, subject to the review of the Academic Dean. Where multiple texts are utilized, attention should be given to the final cost and ultimate value to the student.

3.4.4 Official Bible Text

Faculty may use any version of the Bible they choose in their individual classes provided. Preference is given to the NRSV or NASB.

3.4.5 Guest Lecturers, Substitutes, and Absences

Faculty must seek approval of the Academic Dean before inviting guest lecturers or substitutes to class. No funds are budgeted for such guests and no financial commitments should be made. Absences must be communicated to both the students and Academic Dean. It is the responsibility of the faculty member to ensure that a timely message is sent to both parties.

3.4.6 Off-Campus Activities

The Academic Dean must approve any field trips and off-campus activities involving all or a part of any class. Approval will require careful attention to issues of safety and liability as well as value to participants. No more than one off campus activity is allowed per course and the student diner service cannot accommodate special lunches. The following information is required for all field trips

- Date and time of trip
- Directions to location
- Purpose of trip
- Transportation information
- Emergency contact information

3.5 Examination Policies for the Associate Degree in Bible and Ministry

While faculty is allowed a great deal of discretion in their examination practices, it is expected that each class will normally utilize two or more examinations. Professors have the liberty in also choosing a project base examination. Any professor who does not choose to utilize examinations will be expected to justify that choice in light of the nature of the course.

3.5.1 General Examination Policies

The number, type, and dates of examinations should normally be published in the class syllabus to allow the student ample time for study and preparation. In any event, no major unit or final examination will be administered with less than a two week notice to the student. Faculty may choose to require standard blue books or other appropriate media for student responses.

3.5.2 Final Examinations

Final examinations will be administered in keeping with the final examination schedule released by the Academic Dean and published in the school's master calendar. Faculty must not depart from that schedule without approval of the Academic Dean

3.5.3 Examination Attendance

Faculty is expected to require students to take examinations on scheduled dates unless there are extenuating circumstances. In such cases, faculty may allow the student to reschedule the examination.

3.6 General Grading Policies for the Associate in Bible and Ministry

The grading policy of the school is intended to be rigorous and supportive of academic excellence. It should also be realistic and equitable, avoiding any traces of caprice and favoritism. Faculty is expected to use sound professional judgment and while a good deal of professorial freedom is accorded in assessing grades, they should be able to objectively demonstrate the basis for any grade before both students and professional colleagues. Grading policies published in the school catalog will be authoritative for all faculty members.

At LABI College we firmly believe that grades are not a measurement of the student's success or aptitude for ministry. They are not determinative of the calling which God has placed upon the lives of the individual students. This means that success and achievement in the classroom does not always translate into success and achievement in the ministry. Likewise, success in the ministry does not mean that the individual is going to be a successful student. The dynamics of grading must recognize that the measurement which it seeks to undertake is a measurement of the student's mastery of the subject studied, not of the divine calling on the individual. With these conditions it is imperative that our faculty members understand this concept so that the criteria for grading are not based upon subjective measurements, potentiality for ministry, or spiritual intuitions.

Since we strongly affirm that grading is not a measurement of the potentiality of the student's ministry or calling, as faculty members we must therefore communicate to our students the meaning of the individual letter grade. At LABI College we are privileged with the opportunity not only to train students spiritually but also prepare them intellectually. The difficulties arise when the students do not recognize the differences between the assessment of the individual grade and the Institution's approval and affirmation of their calling. As faculty members it is imperative to communicate the significance of the grade letter so that the student may recognize the difference between an assessment of the students' mastery of the subject and the affirmation of their calling.

The grading criteria will measure the student's achievement through various models and will neither set the standard too low by giving everyone an "A" nor reduce the grade to a mere pass/fail. Furthermore, the grading criteria will also refrain from endorsing solely one learning style that discourages students from continuing in the subject. To determine an "A" student it is a common practice to examine a student's retention of knowledge on a given subject. For this reason, exams that test a student's memorization and comprehension of a topic are very important and remain essential for every course. Likewise, writing is a very important component to the assessment of an individual's learning. The writing assignments are crucial because it not only helps strengthen a student's reading ability but helps develop their critical reflection.

3.6.1 Reading Requirements

Since reading is a key factor in every course, for every 3 unit course we require a minimum of 500 pages read. The reading does not all have to come from one textbook but can be excerpts from various other books, articles, or commentaries. For biblical courses this does not include Bible readings.

3.6.2 Writing Criteria

Since writing is a key factor in every course, for every 3 unit course we require a minimum of 7 page research paper with bibliography. Since LABI College emphasizes the importance of writing in every assessment, the criteria that are important for an “A” paper are noted in the Rubric for the evaluation of student writing in Appendix III.

3.6.3 Examinations

In order to assess the student’s mastery of a subject, professors are encouraged to examine at least two of the main learning styles: Cognitive, Visual, Audible, and Kinetic learners. Thus, our exams and writing assignments must spread over the different learning styles so that no one will be at a disadvantage and a fair assessment of an “A” student can be calculated.

3.6.3.1 Assessing a student’s mastery of the subject for cognitive learners may include exegesis papers, chapter summaries, and research papers.

3.6.3.2 For audible learners we may desire to debate historical decisions, give class presentations, or lead small lectures on important historical figures or ideas.

3.6.3.3 To assess a visual learner, you may require students to complete projects such as constructing Noah’s Ark or the Temple, constructing powerpoints, paint or draw a scene from the Bible, artistically design a strategic plan for a church, or attempt to create a replica of an authentic manuscript.

3.6.3.4 For Kinetic learners, these are the students who learn best by a “hands on” approach. This learning style is also known as tactile learning. These students learn best by putting into action the concepts and ideas which they are learning in class. To assess kinetic learners, assignments may include activities that correspond to the content of the class. For example, door to door evangelizing is suitable for an evangelism class, preaching for a Homiletic class, and participating in the spiritual disciplines is recommended for a class on Spirituality.

3.6.3.5 The examples given above are an aim to provide wider instruments in assessing a student’s mastery of a subject. The most important aspect of these various instruments is writing, which is essential and must be included in every assessment. If a visual learner provides a painting or project, it must accompany a written paper or summary that explains the assignment. If a kinetic learner accomplishes an assignment there must be a corresponding summary or reflection paper turned in with the project. Likewise, if an audible learner gives a lecture the assignment must be accompanied by a manuscript of the presentation with a clear introduction, thesis, body and conclusion.

3.6.4 Grade Scale for the Associate degree

The official grade scale is published below and will be the official standard for reporting all final grades to the Office of the Registrar and Student Records and for posting on the student transcript. All class work and the means of evaluating the student's grade must be clearly explained in the class syllabus. Associate degree grading scale is as follows:

- A** = 100% - 94% Superior
- A-** = 93% - 90%
- B+** = 89% - 88%
- B** = 87% - 84% High Average
- B-** = 83% - 80%
- C+** = 79% - 78%
- C** = 77% - 74% Average
- C-** = 73% - 70%
- D** = 69% - 60% Low Average
- F** = 59% - 0% Failure
- WP**= Withdrawal Passing
- WF**= Withdrawal Failure
- P** = Passing
- I** = Incomplete

The grade average required for certifying completion of a course of study for the Associate degree in Bible and Ministry is 60.

3.7 General Grading Policies for Certificate students

The certificate program is a non-academic and non-transferable program for students who wish to take courses at LABI for their own professional development, spiritual growth, and ministerial preparation. If the student is cross enrolled in an Associate Degree course, the syllabus should reflect these distinctions:

3.7.1 Reading Requirements

The student should be given a textbook option that does not reflect the academic rigor or standard of an entering college level freshman.

3.7.2 Writing Requirements

The student should be given at least one writing assignment of a minimal 7 page research paper with bibliography.

3.7.3 Examination Policies

The student should be given an at least one exam that can either be taken in class or a take home exam. It should not be identical to the exams given to students in the Associate degree program.

3.7.4 Certificate Grading Scale

A = 100% - 93% Superior
A- = 92% - 90%
B+ = 89% - 88%
B = 87% - 83% High Average
B- = 82% - 80%
C+ = 79% - 78%
C = 77% - 73% Average
C- = 72% - 70%
D+ = 69% - 68%
D = 67% - 63% Average
D- = 62% - 60%
F = 59% - 0% Failure
WP= Withdrawal Passing
WF= Withdrawal Failure
P = Passing
I = Incomplete

The grade average required for certifying completion of a course of study for the certificate is 60.

3.7.5 Questions about Grading the Certificate Students

Why do we have certificate students?

This is the old LABI certificate degree that we still offer but mainly to our off campus extensions that will not go through the accreditation process. Certificate students are also those who do not have a high school diploma and do not meet the admission standards. However, instead of closing off this program we have decided to keep it because it has historically been a part of the LABI identity, never refusing to deny anyone an opportunity for education. You will notice them because they are not on Populi but on another database that we manage separately.

How do we grade?

While I have generally given the same assignments and tests for the certificate and associate degree students, I do not grade them with the same standard as I do with the Associate students. I read their papers with a Pass/Fail or Credit/No Credit option. My hope is that they would learn through the interaction with the class lectures and reading. I highly encourage you to recognize that these two levels of students may be in your class and that this is no accident. Please be aware that we too have grouped the students under a different classification.

What are certificate credits worth?

The courses that certificate students successfully complete are not transferable to colleges or universities. This is why we make the distinction not only in the admission process but also with the course numbers and credits. These students are given the opportunity to sit in our lectures and engage in the course but the ABHE accreditation standards do not

apply to this certificate program. Feel free to talk to certificate students after class to modify their assignments.

What now?

Embrace the students and encourage them to do their best. One of the things that will help you identify these certificate students is their degree standing.

3.8 Grading Distribution

The distribution of grades is at the teacher's discretion. However, distributing "A's" to everyone in the class is highly discouraged. Below are grading formulas and with their strengths and weaknesses that the teachers can utilize.

3.8.1 Bell Curve

This grading system has its limitations because it is not fair for smaller classes and may reduce the motivation for the majority of students. At LABI we seek to encourage and promote the student to reach his or her potential and thus encourage faculty members to weigh the heavier assignments at the end of the semester instead of the beginning. An example of a grading formula that may be utilized by the faculty member includes the following ratio:

A (Excellent)	= Top 20% of the class.
B (Good)	= Next 30% of the class.
C (Average)	= Next 45% of the class.
D-F (Poor)	= Bottom 5% of the class.

3.8.2 Criteria Based

Another option to the "bell curve" is an absolute criterion based system. If the faculty member chooses to follow a criterion based grading system this means that an absolute number of points could be earned in the course and every assignment aims to reach the maximum number of points. The danger of this method is that the students may not achieve the maximum number of points and the faculty member may not adequately distribute grades. The possibilities include the outcome of no one receiving an "A" or everyone receives an "F" because the students have not reached the maximum amount of points.

3.8.3 Choosing the grading ratio is at the discretion of the faculty member but we highly encourage that no more than 50% of the class should be receiving an "A" for the course and the writing component should be emphasized in evaluating "A" grade recipients. The best option to use for grades is a mixture of both the Bell Curve and Criteria Based approach.

3.9 Finalizing Courses

3.9.1 Final Grade Reports

Due dates for final grade reports are two weeks after the final day of school. All grades must be submitted to the Registrar in order to receive one's final compensation check. Faculty is expected to submit their final grade reports by that time. Extension course papers should be graded within two weeks from the date the student's work is submitted.

3.9.2 Grade Changes

Grade changes may be initiated by a faculty member by utilizing a grade change form secured from the Registrar. A reasonable explanation should be provided, and all changes are subject to review by the Registrar and/or Academic Dean. Grade changes may not be implemented without the knowledge of the Faculty member and Registrar or Academic Dean. Please use Change of Grade form for all requests (Appendix IV)

3.9.3 Incomplete Grades

An incomplete is available to a student if he or she does not submit all course assignments by the end of the class for unexpected reasons that are out of a student's control. They are not automatic extensions for late work. To request for an incomplete the student needs to visit with the professor to explain why he or she is unable to complete the requirements and officially request for an extension by filling out the proper form. This form must have both student and professor signatures and submitted to the registrar by the end of the semester. The incomplete will appear as an "I" on the student's transcript until all course work is submitted, at which time the letter grade of "I" will be changed to the new grade given. If no assignments are turned in after the fourth week the student will receive an automatic "F" and will be recorded in the student's permanent academic record.

3.9.4 Grade Appeals

A grade appeal policy is published in the Student Handbook to assure equity for all students. Faculty must provide a review of grade, in writing if requested, for any student who disputes a grade and requests a review. If the issue is not resolved to the student's satisfaction, the student may appeal the grade to the Academic Dean who, in consultation with the faculty member, will make a final determination. The Academic Dean may decline any appeal deemed to be frivolous.

3.9.5 Grade Release

In keeping with the Privacy Act, faculty may not release student grades to anyone other than the student or academic administrators with a legitimate need to know. Any questions regarding appropriate release of grades should be referred to the Registrar.

3.9.6 Grading of Assessment Papers and Examinations

Faculty members are responsible for the final grading of all assessment instruments as comprehensive examinations, analytical reflection papers, seminar papers, and so forth. The Academic Dean will arrange for equitable distribution of rubrics among faculty members giving appropriate attention to the discipline that is assessed.

3.10 Instructional Support

Each faculty member will receive an additional instructional support of \$75 per semester for books and supplies. Faculty must submit their receipts per semester along with a reimbursement form to the Academic Dean or Registrar.

3.11 Copy Services

Basic copy services are provided for the classroom and the professor upon request. All copies must be requested in advance and not the day of class.

3.11.1 Copy Policies

Faculty are expected to limit the class syllabus to approximately five (5) pages and to give appropriate consideration to economy when copying for personal or classroom use. The Academic Dean reserves the right to deny requests that are considered to be excessive.

3.11.2 Copyright Laws

Faculty is expected to observe all copyright laws relating to the duplication of printed materials, music, video and audio tapes, computer software, and so on. Use of illegally duplicated materials in the classrooms, offices, and programs of the school is prohibited, and faculty members who knowingly violate this policy will be subject to discipline. Neither the faculty secretary nor any other school employee is to be instructed to copy any item in violation of copyright law. Staff members are directed to refer any problematic request to the Academic Dean

3.11.3 Copy Permission

Faculty is personally responsible to secure permission for copying any copyrighted materials they wish to use for classroom purposes when such permission is legally required. The college is not to be encumbered for any costs associated with permission without the written approval of the Academic Dean nor may school staff be used for such research without similar approval.

3.12 Library Resources

Faculty is expected to maintain an active role in developing and utilizing library resources both for their own professional development and for the learning enhancement of their students and classes.

3.12.1 Library Reserve

Faculty may arrange for books to be placed on reserve for their classes by submitting a reserve list to the director of the library.

3.12.2 Loan Privileges

Faculty has unrestricted check-out privileges without specific time limits so long as the director of library services has assured the security of all materials.

3.12.3 Book and Material Additions

Faculty are expected to be current with the literature in their particular disciplines and should regularly submit to the director of library services requests for books and other materials needed in support of their classes and disciplines.

3.12.4 Textbook Copies

Faculty should normally contact the library or bookstore to arrange for copy of each textbook adopted for classroom use. One copy will be provided but must be returned once the class has finished. If the faculty has not returned the textbook it will be deducted from the faculty compensation.

3.13 Academic Integrity

All faculty should be especially vigilant in identifying possible infractions of academic dishonesty. Preventing and reducing academic dishonesty necessitates that all faculty report egregious acts of academic dishonesty to the Academic Dean. Faculty should not endeavor to

shield students from appropriate discipline; doing so will only serve to encourage future infractions. The following statements express the policy of LABI College pertaining to academic dishonesty.

3.13.1 Definition of Plagiarism

Plagiarism is stealing. It involves using or misrepresenting “as one’s own” someone else’s ideas without proper credit. A student who submits written material as his or her own work that has been copied in whole or in part from another person’s writing without proper acknowledgment is guilty of plagiarism. Material, whether published or unpublished, copied from another writer must be identified by the use of quotation marks and documentation with specific citation of the source. Paraphrased material must likewise be attributed to the original author. Copying another student’s paper, with or without his or her permission, or using his or her ideas with only minimal reworking, is plagiarism just as is copying material from printed books and magazines without giving credit to the original source.

3.13.2 Any student who engages in one or more of the following behaviors is guilty of cheating:

- 3.13.2.1 Using unauthorized notes or other material when taking an exam
- 3.13.2.2 Copying another person’s work and submitting it as his or her own
- 3.13.2.3 Having another person do his or her work and submitting it as his or her own
- 3.13.2.4 Submitting a paper for more than one course without the knowledge and consent of the instructor
- 3.13.2.5 Copying answers to exam questions
- 3.13.2.6 Unauthorized securing of exam questions from any source
- 3.13.2.7 Aiding another person in securing unauthorized copies of exam questions

3.13.3 Procedures

The faculty member in whose class the incident occurred is recommended to schedule a personal interview with the student in question to evaluate the alleged infraction and any extenuating circumstances. Any student who is guilty of plagiarism or cheating as defined is subject to any or all of the following actions:

- 3.13.3.1 First offence: A grade of zero or “F” for the paper
- 3.13.3.2 Second offence: Failure in the class with the requirement to participate in attendance.
- 3.13.3.3 Third offense: Suspension from the school.
- 3.13.3.4 When faculty identify plagiarism or cheating on examinations, projects, papers, or final exams, the faculty member and the Academic Dean shall meet to discuss an appropriate response to this infraction. After the second offence, a report must be written by the faculty member and sent to the Academic Dean. The report must include the student’s or students’ name(s) who are involved, the type of infraction(s), and the action taken. Reports of such infractions will be maintained in the student’s permanent record.

3.14 Academic Warning, Probation, and Release

A full time student must achieve a cumulative grade point average (GPA) of 2.0 in order to be in good academic standing. If the student falls below a 2.0 the student will be on

academic probation. If the GPA is not improved in the following semester, the student will be subject to academic released from the Associate program and highly encouraged to enroll in the certificate program.

3.14.1 Academic Warning

The student will be informed by a formal letter from the Academic Dean of his or her Academic Warning status and the corrective action needed. If no corrective action is taken in the 2nd semester then the student will be placed on Academic Probation.

3.14.2 Academic Probation

The student will be informed by a formal letter from the Academic Dean of his or her Academic Probation status and the corrective action needed. On Academic Probation the student is only able to enroll with 12 units. The student will be suspended from all traveling activities (Drama Team, Touring Team, etc.) and restricted in ministry participation. A permanent mark will be placed on the student's transcript of their Academic Probation status. If no corrective action is taken in the 3rd semester the student will be released from the Associate degree program.

3.14.3 Academic Release

A formal letter from the Academic Dean will be sent to the student and inform him or her that they have been released from the Associate degree program for failing to remain in good academic standing. A permanent mark will be placed on the student's transcript of their Academic Release. The student will be highly encouraged to continue their education in the Certificate program.

3.15 At Risk Student Policy

An at-risk student is a student who, by virtue of their circumstances, is statistically more likely than others to fail academically. Within the first semester in college we have noticed that it is usually the toughest semester for students. We also have the strongest prediction of retention and can foresee the overall success of the student. Therefore, the faculty is encouraged to identify any student who they think may be at-risk, academically or otherwise, at LABI. This information will enable the Dean to identify students who may need assistance that they are not currently receiving. With your permission, the Dean will contact the student about a specific problems or situation. It has been found that students generally experience this concern as helpful and supportive. Although it is not necessary, you may want to let the student know you have made this referral.

The Faculty is able to follow up on the status of this student, or pass along additional information or suggestions by contacting the Academic Dean and submitting an At Risk form (see Appendix V). At the Faculty's request, we will keep any or all information confidential.

In any case, LABI College will attempt to meet with the student to discuss areas in which the college can offer assistance. How LABI College responds to "at-risk" students:

1. Student meets with faculty member or Dean to discuss their academic status
2. Tutoring is assigned with another 2nd year student or intern

3. Truancy and absenteeism is closely monitored

3.16 Professional Ethics

All professors of LABI College accept the responsibility of practicing professional ethics and academic integrity. As a faculty member biblical standards of honesty are to be applied in all areas of life and a high standard of behavior must be maintained.

3.16.1 Professors will strive to be effective teachers and scholars while encouraging the pursuit of learning in their students. They will assign fair workloads to the students while maintaining a high standard of scholarship and academic freedom.

3.16.2 Professors will recognize that God created every person with dignity and worth

3.16.3 Professors will treat colleagues and students with respect. No form of prejudice or discrimination with regard to race, gender, ethnicity, age, or socioeconomic status is acceptable

3.16.4 Professors will practice fairness and impartiality in grading and evaluating

3.17 Faculty Office and Office Hours

The Academic Dean has made provision for any faculty member to spend some time in an office. Office hours may vary depending on the faculty's priorities; however, all students are encouraged to meet his or her professor at least once a week for academic consultation.

3.18 Policy on Use of Cell Phones and Laptops in Classes

As a member of the LABI College academic community, each student has a responsibility to professors and fellow students who are members of the school community. Therefore, LABI College prohibits its students from using cell phones in class. All such devices must be turned off or put in a silent mode and cannot be taken out during class. Laptop computers and similar electronic devices may be used for taking notes in class, however subject to professor's approval. Electronic devices are never allowed to be used during exams. They must always be kept in silent mode during class sessions and they may be used for academic use applicable to that course only.

3.19 Notice of Nondiscriminatory Policy Related to Students

LABI College admits students of any race, color, national, or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, gender, handicap, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. The school reserves the right to withdraw a student for cause at any time.

3.20 Learning Disabilities

LABI does not discriminate against students who have a learning disability. If a student approaches the faculty and informs him or her of their learning disability the faculty member is encouraged to notify the student to submit their official clinical diagnosis to the Academic Dean. All students with a learning disability must have an official clinical diagnosis on file. If a student has an official learning disability then these are the accommodations that the faculty can provide:

- 3.20.1 The faculty is encouraged to provide notes at the student's request
- 3.20.2 The student should be allowed additional time for their exam.
- 3.20.3 The student should be allowed no more than an additional week extension per assignment.
- 3.20.4 The faculty is encouraged to check with the student for understanding.

Having a learning disability does not mean that the student has a free pass in their assignments. It is about leveling the playing field rather than lowering the bar. The student is expected to meet the academic standards of the degree program in which they are enrolled. They are to complete all assignments and exams without modifications.

4. STUDENT RELATIONS AND CLASSROOM MANAGEMENT

4.1 Philosophy

The college exists, as indicated in its mission statement, to be a Pentecostal community of higher learning equipping Christian men and women for service in the church and world. Therefore, the mentoring role of faculty is extraordinarily important. They are expected to model the nature of Christian life and ministry in personal faith, conduct, and relationships. It is intended that students be challenged and formed by a Christian lifestyle that is appropriately professional but at the same time engaging, loving, gracious, and fair.

4.2 Classroom Discipline

Each faculty member is responsible for the guidance and order of his or her class. It is expected that students will be treated with proper respect and courtesy. Uncooperative students should be instructed in appropriate classroom conduct. The teacher has the right to expel unruly and uncooperative students from the class for the period in question and to deny re-admittance until proper reconciliation has been effected. If the faculty member and the student are unable to achieve satisfactory reconciliation, either may request that the academic dean and the divisional chair constitute an appeals committee whose decision shall be final. If a divisional chair is the faculty member in question, then another divisional chair will serve on the appeals committee.

4.3 Academic Advising

All teaching faculty shall be assigned a group of students for purposes of academic advising. Advisees will include both resident and nonresident students. While resident students will normally be seen at least twice each semester, advisers are encouraged to have coffee or lunch with their advisees in a public place on campus or cafeteria. Faculty should be especially attuned to the needs of the students. E-mail and telephone advising will also occasionally be needed during the registration process. Each faculty member is expected to maintain adequate time throughout the semester. Extra office time should be scheduled in advance. Advisers should be readily accessible to advisees during this time. Careful attention should be given to each student's degree plan to ensure that the requirements of his or her program are met.

4.4 Student Counseling

In their roles as mentors, faculty is expected to be available to students at reasonable times for ongoing pastoral counseling and nurture. Teaching faculty is not expected to be professional counselors, however, and should refer students in need of professional counseling to members of the faculty who are designated for that role or to the Counseling Center.

4.4.1 Confidentiality for Teaching Faculty

While teaching faculty will be expected to maintain normal pastoral confidentiality in their ministry to students, they are obligated to report to the vice president for academic affairs serious student violations of conduct policies that may result in disciplinary action. This requirement should be made clear at the outset when students seek counsel, and any students in violation of conduct policies should be urged to seek counsel with the dean of student or another member of the administrative team.

4.4.2 Confidentiality for Counseling Faculty

Those members of the counseling faculty with appropriate professional training and whose duties include student counseling are not required to report violations of student conduct policies in order to more effectively minister to students. With regard to confidentiality and reporting, they shall be guided by sound professional ethics and applicable state law making clear to the counselee at all times when reporting may be required or intended. It is expected that all counseling will be informed and guided by scriptural principles and will move the student to face honestly and constructively both the spiritual and social demands and consequences of his or her behavior.

4.4.3 Referral

While the school recognizes an obligation to provide counseling services for students who are maturing as ministers of the gospel, these services must of necessity be short-term. Referral to qualified outside professional counselors should be made when more intensive or longer-term therapy is required.

4.5 Faculty Grievance Policies

Fair and prompt resolution of legitimate grievances is a vital part of the school's professional and ethical commitment to its faculty. If a faculty has any grievances with a student, faculty member or administrative staff, the procedure to handle the grievance is the following:

4.5.1 The faculty must make a written or formal complaint to the Academic Dean and fill out Grievance Form

4.5.2 Academic Dean will respond to the grievances with a written plan of action within 14 days and file the grievances into the appropriate Grievance File records.

4.5.3 If a resolution is not satisfactory by any party, the Academic Dean will address the matter with the presidential council in order to seek a better solution.

4.6 Sexual Harassment Policies

All faculty members are expected to maintain a high standard of Christian sexual ethics in all contacts with students, staff, and colleagues. The college has adopted the following policy statement defining and prohibiting sexual offenses and sexual harassment with regard to students, staff, and colleagues.

4.6.1 Sexual Harassment: A specific policy of sexual harassment has been established and applies to faculty members as employees of the school. Sexual harassment is defined as any type of sexually-oriented conduct, whether intentional or not, that is unwelcome and has the purpose or effect of creating a work environment that is hostile, offensive, or coercive to a reasonable woman or man, as the case may be. The following are examples of conduct that, depending upon the circumstances, may constitute sexual harassment:

4.6.1.1 Unwelcome and unwanted sexual jokes, language, epithets, advances or propositions;

4.6.1.2 Written or oral abuse of a sexual nature, sexually degrading or vulgar words to describe an individual;

4.6.1.3 The display of sexually suggestive objects, pictures, posters or cartoons;

4.6.1.4 Unwelcome and unwanted comments or notes about an individual's body, sexual prowess, or sexual deficiencies;

4.6.1.5 Asking questions about sexual conduct;

4.6.1.6 Unwelcome touching, leering, impending or blocking movements, whistling, brushing against the body, or suggestive, insulting or obscene comments or gestures; and

4.6.1.7 Demanding sexual favors in exchange for favorable reviews, assignments, promotions, or continued employment or promises of the same.

4.6.2 In cases where sexual harassment is suspected or a question exists as to whether a certain behavior constitutes sexual harassment, these steps must be taken:

4.6.2.1 The affronted party should file a complaint with the academic dean or dean of students. If the complaint is against the academic dean or dean of students, the problem should be directed to the president.

4.6.2.1.1 The complaint can be written or verbal but must be made to an administrative official

4.6.2.1.2 The complaint must contain details of the allegations. The complaint must indicate what happened and why the complainant believes the action or incident was sexual harassment.

4.6.2.2 Complaints must be filed within one year of the alleged act of discrimination. However, in cases alleging hate violence, complaints must be filed within one year of the day the victim becomes aware of the perpetrator's identity, but not more than three years from the date of injury.

4.6.2.3 All allegations of harassment will be immediately investigated according to the processes noted above. The school will tolerate neither mishandling of complaints by faculty or administration or other notified and authorized personnel, nor retaliation to an individual after making a complaint or anyone who assists in the investigation of the complaint.

4.6.2.3.1 Both complainants and respondents have the right to ask questions, provide information, and suggest witnesses.

4.6.2.3.2 Any information disclosed during formal conciliation efforts will be held confidential.

4.6.3 Violation of any aspect of the school's policy will result in disciplinary action up to and including dismissal. All faculty are required to be familiar with the above statement and be governed by its provisions. Faculty should also be alert to potential dangers and abuses that endanger the school community or any of its members and adopt a pro-active stance to prevent victimization. Violations of policy by any member of the faculty will be subject to discipline up to and including dismissal from the school.

4.7 Inclusive Language

All faculty are expected to bring Christian sensitivity to gender issues in all school relationships, remembering that the Assemblies of God has always provided for the ordination of women to ministry. Appropriately inclusive language should be used in the classroom and in written communications. In addition to setting a good example, faculty should train students in their verbal and written expressions to employ inclusive language.

4.8 Nondiscrimination Policies

The college employs, advances, admits, and treats in its employment and educational programs all persons without regard to their race, color, national or ethnic origin, sex, age, handicap, or status as a veteran. Faculty is required to facilitate this nondiscrimination policy in every aspect of their educational ministry at the school. Each member of the school community is expected to be sensitive to the various ethnic groups on campus. It is important to recognize and embrace that the family of God includes all the people groups of the world.

4.9 Professional Ethics

All professors are expected to conduct themselves according to the Professional Code of Ethics in the General Council Constitution and the Association of College Professors.

4.10 Security and Safety

Faculty is expected to be alert to security and safety issues for themselves and all other members of the school community. Any criminal activity during normal business hours should be immediately reported to the Dean of Students. In a grave emergency or if danger is imminent, call 911 to reach the City of Industry Police Department or ambulance services.

4.10.1 Crime Reports and Reporting

Any on-campus criminal activity should be reported to the Dean of Students.

4.10.2 Vehicle Towing

Inoperable or unused vehicles may not be parked or stored on campus.

4.10.2.1 Any vehicle left on school property at the end of the semester will be considered abandoned, and may be towed at the registered owner's expense, unless arrangements have been made with the dean of student prior to leaving campus.

4.10.2.2 Any vehicle accumulating five or more parking/moving violations will no longer be allowed on campus and will be impounded and/or towed if found on the main campus at the registered owner's expense by the school until all fines, impoundment fees and/or towing expenses have been paid.

4.11 Safety Rules and Procedures

Faculty is required to be familiar with all safety rules and procedures to ensure the safety of students under their direction in the classrooms and other activities of the school.

4.12 Booking Student Ministry Teams

The touring team is under the leadership of the Pastor of Mobilization because its primary focus is ministry. In order for anyone to request the involvement of the touring team or drama they must contact the Pastor of Mobilization first in order to do so. The administrator will work with those seeking to involve the touring and drama team in their ministry event. It is absolutely necessary that students and staff alike follow these procedures and guidelines. For example, if a student from LABI is asked to preach or minister at a church, he or she is free to accept or decline as he or she feels led to do so. As soon as they students accepts and request the involvement of other students on campus, it becomes a different matter. It becomes the ministry of LABI not just the involvement of a student.

4.12.1 If a faculty member wants the drama team or members of the touring team to be involved with an event, that written request must be made via email to the Pastor of Mobilization so that the event can be properly scheduled.

4.12.2 If a staff member wants members of the LABI College community to get involved with a District Event or a Church event or any event outside of LABI College, then the staff member must contact the Pastor of Mobilization and speak about the matter for guidance and direction. It would be best for the leader of the outside organization to contact the office and make a formal request to the Pastor of Mobilization, but the staff member stands advised on how to proceed and can inform those outside of the school on what steps to take as well.

The Pastor of Mobilization works closely together to give LABI College staff and faculty every opportunity to serve God by reaching the lost at all cost. Doing so, however, requires a coordinated effort on the part of staff, students, ministers and administrators as well as outside partnering organizations.

4.13 Letter of Recommendation

Letters of recommendation are of vital importance for the student and his or her further academic preparation beyond LABI College. It is of vital importance that the faculty member inquiries staff, Deans, and Resident Directors for any additional aspects of the student's life that are not evident inside the classroom. Letters of recommendation intend to given a neutral and objective assessment about the student's academic abilities and character.

5. LEAVES AND OTHER INFORMATION

The college, though it is a responsible Christian employer, does not provide the any benefit program for its faculty. In case of absences, these are the steps and norms to consider:

5.1 Leaves

Sometimes faculty members could ask for a leave while they are in teaching regularly during the semester.

5.1.1 Vacations

The contract of employment does not provide for specific vacation days during its term other than for regular all-college holidays. All break periods during the term of the contract may be considered vacation periods provided that no official school functions requiring faculty presence is scheduled on those dates. While relatively few official events will be scheduled during holiday and break periods, the faculty may be expected to be present for official functions when that does occur. It is expected that any extended personal vacations for faculty will fall outside the official contract term.

5.1.2 Holidays

The contract of employment does not provide for specific holidays during its term other than for regular all-college holidays. During those regular holidays, all faculty are required to teach without any interruption and without extra bonus or higher pay. The only holidays that LABI College has considered as non-working days are New Year's Day, Christmas, Good Friday, Spring Break, and Thanksgiving.

5.1.3 Emergency Absences, Sick Leave, and Personal Leave

Regular class attendance is expected of all faculty. In case of any personal leave it is the responsibility of the faculty member to report to the Academic Dean as soon as possible. It is also the responsibility of the faculty to find an appropriate substitute. However, the school provides one day of sick leave per semester for adjunct faculty. This leave is provided in the event of unavoidable illness and urgent personal needs.

5.1.3.1 The faculty member must inform the academic dean as soon as possible in order to inform the students of an appropriate substitute teacher.

5.1.3.1 All substitutes must be approved by the academic dean

5.1.4 Maternity Leave

Maternity leave will be considered as sick leave. This sick leave will not be paid and in some cases LABI College will reserve the right to find a substitute or rehire another employee.

5.1.5 Bereavement

All faculty may be granted up to two work days (one session) from office and/or teaching responsibilities without loss of pay in the event of a death in the immediate family. The phrase "immediate family" includes spouse, parents of the faculty member and spouse, and children. Up to three calendar days (if teaching more than one day on campus) without loss of pay may be

granted for a sister, brother, mother-in-law, father-in-law, grandparents, grandchildren, or any other close relative who is a member of the household.

5.1.5.1 Flower Policy

When an employee undergoes surgery, is hospitalized for an extended illness, or is homebound for an extended illness, the school desires to send a floral remembrance. Also, when a death occurs in an employee's family (spouse, child, parents, brother, sister, grandparents) the college desires to send a floral remembrance or a love offering to the family directly, or for the funeral.

5.1.5.2. Death

In the case of illness or death, it is the responsibility of the Divisional Chair to report any illness (as described above) or the death of any faculty member to the President's office as quickly as possible. It is the responsibility of the Supervisor to report any illness or the death of any staff member to the President's office as quickly as possible.

5.1.6 Jury and Witness Duty

All faculty, in consultation with the academic dean, may be allowed time off with pay for jury or witness duty provided every effort has been made to accommodate the faculty member's teaching and committee schedule and providing that the faculty member returns to campus during normal teaching hours when not actually on duty with the jury or as a witness.

5.1.7 Medical Appointments

Medical appointments shall be scheduled to avoid interference with classes, chapel, committee assignments, and other vital faculty functions. Emergency appointments which create such interference shall be approved by the academic dean and may require utilization of sick leave.

5.1.8 Leave with Pay

Leave with pay for special assignments or circumstances other than those identified in this handbook are not guaranteed and will only be authorized by special action of the academic dean and business administrator of the school.

5.1.9 Unauthorized Absences

Any unauthorized absences from campus during scheduled teaching, advisement, orientation, or other assigned hours shall be subject to reprimand and loss of pay. Severe or repeated offenses will result in dismissal from the faculty.

5.1.10 Professional Conferences and Seminars

Faculty are encouraged to attend professional conferences and seminars which relate to improvement in their area of training or teaching. It is the intent of the institution to provide equal opportunity for all faculty to participate in professional upgrading or updating by their attendance at professional conferences. All faculty must reserve and attend those events before or after their regular working hours on campus.

5.1.10.1 Procedure for Conference Approval:

5.1.10.1.1 The faculty person selects the conferences or seminars he or she wishes to attend.

5.1.10.1.2 The faculty person must confer with his or her departmental chairperson on the matter. The departmental chairperson will either approve or disapprove the request.

5.1.10.1.3 Upon approval by the departmental chairperson, the request is taken to the vice president for academic affairs for review. Upon approval by the academic dean, the necessary paperwork will be processed.

5.1.10.1.4 The academic dean and the board of administration may select, at their option, one or more faculty persons to attend educational conferences sponsored by the Assemblies of God. Financial assistance for such conferences follows the prevailing guidelines for all other professional conferences/seminars.

If the initiative for such attendance is with the board of administration, attendance at an Assemblies of God educational conference will not exclude the faculty person(s) from requesting reimbursement for participating in another approved conference/seminar during the same academic year.

5.1.10.2 Policy for Conference Expenses Reimbursement:

5.1.9.2.1 For an approved conference or seminar, LABI College will reimburse actual motel, meal, and travel expense (at the approved rate of the school) up to \$100.00 per academic year.

5.2 Other Information

5.2.1 Health Insurance

LABI College does not provide any medical insurance plan. Medical insurance is not available to faculty members

5.2.2 Life Insurance

LABI College does not provide any life insurance plan. No insurance is available to faculty members

5.2.3 Long-Term Disability Insurance

LABI College does not provide any long-term disability insurance plan. No insurance is available to faculty members

5.2.4 Housing Allowance

Credentialed faculty members may submit a housing allowance request annually to the Presidential Council on forms supplied by the president and at a time of his direction. The board will officially designate allowances each year so that these may be exempted from income taxes. Such allowances should not exceed the amount actually spent, and each member of the faculty will be responsible to justify the amounts claimed.

6. FACULTY APPOINTMENT AND RANK

This section of the Faculty's Procedural Manual is intended to clarify the contractual relationship between the school and the faculty both individually and collectively.

6.1 Composition of Faculty

The composition of the faculty is determined by the school's Bylaws to include those teaching persons, part-time, regularly employed by the college. The faculty also includes the president, the Chief Academic Officer, the Dean of Students, the librarian, and any other members of the administrative team who may be assigned regular faculty standing by the Chief Academic Officer.

6.1.1 Visiting Faculty

The college employs faculty at its resident campus for specific course assignments. Adjunct and visiting faculty are expected to meet the same standards for hiring as the resident faculty.

6.2 Faculty Rank

The college employs standard academic nomenclature and establishes minimal qualifications for full-time faculty as follows:

6.2.1 Assistant Instructor

This rank requires the bachelor's degree with no teaching experience.

6.2.2 Adjunct Instructor

M.A. degree or equivalent; little or no undergraduate or graduate teaching experience.

6.2.3 Assistant Professor

M.A. degree with two or more years of full-time teaching experience at the collegiate level in undergraduate or graduate institutions or someone with some teaching experience with at least 30 hours beyond the M.A.

6.2.4 Associate Professor

The doctoral degree will normally be required for this rank; however, in exceptional cases, consideration may be given to persons who have completed all resident courses and comprehensive examinations and have been admitted to doctoral degree candidacy. A minimum of five years of full-time teaching experience at the collegiate level in undergraduate or approved institutions is required. Membership in scholarly societies and subscription to professional publications is expected and scholarly writing is encouraged. Certain exceptions may be made for a distinguished faculty member who has a total of 15 years of extended service without an earned doctorate or who have an exemplary record in teaching at other institutions.

6.2.5 Professor

The doctoral degree is required. Ten years of full-time teaching at the collegiate level is normally required along with membership in scholarly societies, subscription to professional publications and scholarly writing are expected.

6.2.6 Professor Emeritus

This is an honorary, non-contractual status conferred by official action of the board of directors to recognize distinguished service to the college and the kingdom of God. Criteria and process are as defined in the Presidential Council's policy and practice.

6.2.7 Determination of Rank at Initial Appointment

Meeting of any or all of the above criteria does not guarantee initial appointment at any specific rank. Rank will be negotiated and designated at the time of initial appointment by the Presidential Council as recommended by the academic dean and the president.

6.3 Faculty Compensation

LABI College has provided a compensatory scale for all Faculty members that are paid once a month for Fall/Spring semesters:

6.3.1 Faculty members who have earned a Bachelor Degree the compensation is a flat amount of \$305.00 per unit.

6.3.2 Faculty members who have earned a Master Degree or Master in Divinity the compensation is a flat amount of \$333.00 per unit.

6.3.3 Faculty members who have earned a Second Master Degree, Master of Theology, or Master of Sacred Theology the compensation is a flat amount of \$355.00 per unit.

6.3.4 Faculty members who have earned a Doctorate of Ministry or Professional Doctorate degree the compensation is a flat amount of \$369.00 per unit.

6.3.5 Faculty members who have earned a PhD or ThD the compensation is a flat amount of \$388.00 per unit.

6.4 Current Vitae and Documentation

Official transcripts must be presented to the academic dean for all degrees published in college venues and claimed for salary purposes. A resume or CV must be presented at the time of appointment and updated from time to time thereafter at the request of the academic dean. The academic dean will maintain current files on all active part-time faculty.

6.5 Faculty Contracts

6.5.1 Date of Issuance

Faculty contracts for appointed faculty members for the coming academic year will normally be issued at least two weeks before classes begin.

6.5.2 Nonrenewal

All contracts are offered only for the period of one semester. No promise is made or implied for employment beyond the contract period except as may be specifically stated in other written agreements made by the president on the basis of established policy published in the Faculty Handbook.

6.5.2.1 Notification

Notice of non-renewal shall be given on or during final weeks of the current semester of the academic year in which the existing contract terminates.

6.5.3 Length of Contract

The part-time teaching contract obligates the faculty member for one semester, normally fall or spring, of approximately 16 weeks each, including days required for orientation, seminars, registration, final examinations, and appending time required for compilation and submission of final grades.

6.5.3.1 Semester Breaks

Semester break weeks will normally be vacation time for the faculty member.

6.5.3.2 Semester Holidays

Official all-college holidays during the semester are not to be observed by faculty.

6.5.3.3 Conflicting Obligations

Conflicting obligations may not be assumed during the contract period without advance permission from the school administration.

6.5.4 Teaching Loads

The standard contract for teaching faculty normally requires a minimum of 3 units of teaching in either the fall or spring semester.

6.5.5 Teaching Schedule

The class schedule begins in the blocks of 8-11am, 1:30-4:30pm, or 6-9pm. Weekend and other scheduled venues may also be utilized but not recommended. While every effort is made to achieve fairness and equity, schedules are set for maximum effectiveness in serving students.

6.5.6 Extra Stipends

Extra stipends will be paid for teaching classes designated as overload, directed research, and independent studies. Compensation will be as determined by the length of the project and added to the Faculty Agreement form.

6.5.7 Teaching at Other Schools

Because all faculty is considered part-time or adjunct professors, any faculty is permitted to teach at another college without the approval of the Board of Administration.

6.6 Faculty Qualifications:

6.6.1 Be a “born-again” Christian.

6.6.2 Be filled with the Holy Spirit as defined in the Statement of Fundamental Truths of The General Council of the Assemblies of God.

6.6.3 Demonstrate evidence of a consistent, Spirit-filled life.

6.6.4 For Bible/Theology/Ministerial Studies courses faculty must be a member of a Pentecostal/AG church. General Education faculty must be a member of a Christian church.

6.6.5 Have earned a minimal of a graduate degree in the area of teaching (MA, MTS, MAR MDiv).

6.6.6 Be committed to the mission, goals, and objectives of the school as stated in its written documents and mandated by The General Council of the Assemblies of God and its supporting churches.

6.6.7 Sign a statement of belief in and commitment to the Statement of Fundamental Truths of The General Council of the Assemblies of God.

6.6.8 Possess the requisite academic training and experience for the appointment sought by verifying with academic transcripts from all schools.

6.7 Files and Background

The academic dean will constantly maintain, in cooperation with the president and according to teaching discipline, a file of potential faculty candidates. The academic dean will also be expected to maintain contacts within the denomination, its schools, other institutions, and learned societies to identify potential candidates who might not otherwise apply to the college (See **Appendix VII**)

Appendix I

STUDENT RELATIONS AND CLASSROOM MANAGEMENT FORM

Fair and prompt resolution of legitimate student relations and classroom management report is a vital part of the school's professional and ethical commitment to its students and faculty. LABI maintains its commitment for a high ethical standard in both one's lifestyle and academic integrity. If a situation arises among the students or within the classroom environment, the procedure to handle the situation should be the following:

1. The faculty member is responsible for the guidance and order of his or her class and is expected that students will be treated with proper respect and courtesy. But if a situation gets out of control, student is found guilty of plagiarism, or if the faculty member wants administrative support for behavior issues, the faculty member should report the action to the Academic Dean.
2. The Academic Dean will respond to each action in a written letter with steps and/or recommendation. When necessary, the case would involve the Dean of Students.

Please state your complaint below or attach email/documents for record

Name of Faculty: _____

Name of complaint to be filled against: _____

Date: _____

Academic Issue/Complaint:

Appendix II

SYLLABUS REQUIREMENTS FOR ASSOCIATE STUDENTS

Each Syllabus Requires the Following:

1. Contact Information
2. Mission statement
3. Course Name and Description
4. Course Objective
5. Required Textbooks
6. Course Outline
7. Course Requirements
8. Grading Scale
9. Attendance Policy
10. Disabilities Disclaimer
11. Diversity Statement
12. Associates vs. Certificate Statement
13. Writing Center Statement
14. Rubric for the Evaluation of Student Writing

Below is an explanation of each portion. Please feel free to cut and paste the mission statement, grading scale, attendance policy, and disabilities disclaimer below.

1. **Contact Information:**

Be sure to include at least one source of contact information. Sometimes students need to call you or ask questions. All LABI professors should have a @labi email account and should place this on the syllabus. If you do not have a @labi.edu email and would like to have one, please do not hesitate to contact Jessica Estrada the Director of Media and Communication. Your cell phone number or personal number can be given at your discretion.

2. **Mission Statement:**

The mission statement is to be published on the syllabus and guide the faculty and students in the educational outcomes of the course. It should be stated visibly on the first page of the syllabus and read to the students. The mission is the following:

We are a Biblically based Pentecostal community of higher learning, equipping Christian men and women for service in the church and world.

3. **Course description:**

For course descriptions please see the course in our college catalog that is available online. The course name and number must be included in the syllabus. If you are unsure about the course number and description please contact the Academic Dean.

4. **Course objectives:**

Course objectives are given by the Academic Dean and approved by the faculty. If you do not have the course objectives please contact the Academic Dean. If you would like to add

additional course objectives but are unsure about what to include, think about the few goals that you would like the students to achieve at the end of this course. What would you like for the students to know? What would you like for your students to achieve as a result of this course? The objectives guide lectures, exams, and assignments.

5. Required Textbooks and Recommended Reading:

Be sure to input the text book with the author's full name and publisher. Any recommended textbooks or textbooks which were used to develop the course lectures should be included. Please be sure to include library textbooks and resources that would encourage students to use the LABI library.

6. Course Outline:

In this section the topics can be listed either by what will be covered in the week or by lecture themes. This is the most important aspect of the syllabus because it gives both the student and faculty member an outline of how the course is structured and the themes that are covered. Pages that the students are to read from the textbook must be included in the syllabus. It is highly recommended that the faculty outline their classes according to 16 weeks and then input the date of the courses.

7. Course Requirements, Study Load, and Assignment-Objective Grid

For a three unit course we require a minimum of 500 pages read and a minimum of 7 written pages. The reading does not all have to come from one textbook but can be excerpts from various other books, articles or commentaries. The 7 minimum pages required per course per student is a typed, double space, Times New Roman 12 font paper. This can include reflection papers, book or chapter summaries, exegesis papers, or other written assignment. This is very important requirement as we seek to standardize all of our courses and fulfill the academic mission of the school. More information about grading, assessing student's academic progress and the criterions for grading is in 3.6 of the faculty manual.

For every 1 unit of course we will require 2 hours of homework. This means that for a three unit course the instructor should issue 6 hours of homework per week. This includes the length of time in reading, researching and writing the weekly assignments.

When we create course assignments we need to make sure that they are mapped to a course objective in some way or another. Throughout the years we may change assignments or adjust them to increase student engagement with the content. However, our assignments must not only be focused and relate to each other, they need to be in line with the purpose of the course and effectively assess if the students are learning what we claim they learned. For this reason, we need to be intentional about the course assignments. The purpose of every assignment within the course is to assess if the student is learning the course objective through the use of every exam, paper, or required activity. This means that assignments should be based on the course objective which influences the material covered in the course.

For example, when we test students it is an indicator of how much students have learned, it also provides an opportunity for more learning to take place by reinforcing course objectives or by requiring students to use or think about what they have learned in a new way. Tests therefore

should be designed with primary course objectives in mind. Another example, if the objective of the course states that students “will analyze and evaluate the Bible” but the assignment only requires them to summarize the Bible, we need to adjust the assignment by adding an analytical and evaluative dimension.

Steps in designing Assignments

- A. Identify the objectives of the course within a grid
- B. Identify the assignments required for the course within a grid
- C. Does the description of the required assignment match a course objective?
 - a. If yes, place an “X” within the grid
 - b. If no, change the assignment
- D. Review the grid to evaluate if there an equal distribution of the assignments?
 - a. If yes, the assignments are completed
 - b. If no, remove or adjust an assignment, or add another one.
- E. By the end of the process the Assignment Objective Grid should be evenly distributed and could look like the following:

	Course Objective #1	Course Objective #2	Course Objective #3
Assignment #1	X		X
Assignment #2		X	X
Assignment #3	X	X	

- F. After completed, this “Assignment Objective Grid” should be placed after the course objectives.

8. Grading Scale:

More descriptive information on the grade scale is found in section 4.6 of the faculty procedure manual. The grade average required for certifying completion of a course of study is 60 for the Associate degree program and Certificate program. For every 3 unit class we will require that a final exam be given during finals week.

ASSOCIATE DEGREE GRADING SCALE:

- A = 100% - 93% Superior
- A- = 92% - 90%
- B+ = 89% - 88%
- B = 87% - 83% High Average
- B- = 82% - 80%
- C+ = 79% - 78%
- C = 77% - 73% Average
- C- = 72% - 70%
- D = 69%- 60% Low Average
- F = 59%- 0% Failure
- WP = Withdrawal Passing
- WF = Withdrawal Failure
- P = Passing

I = Incomplete

The grade average required for certifying completion of a course of study is 60 for Associate degree students. For Certificate students it is a 60. Due to the nature of the grading we highly recommend that heavier assignments be weighted toward the end of the semester and the lighter assignments toward the beginning. For every 3 unit class we will require that a final exam be given during finals week. The exams may be either an in-class examination, a major research paper, or a project based exam with a presentation. LABI designates the 8th and 16th week of school as an examination week.

9. Attendance Policy:

Student cannot miss more than 20% of any course or he or she will not pass. This is equivalent to roughly 3 absences for a 16-week course. On the student's 4th absence the student will automatically fail the course.

10. Disabilities Disclaimer:

In order to be in compliance with the Americans with Disability Act of 1990, Title II; and their implementing regulations (34 C.F.R. Part 104 and 28Y.C.F.R. Part 35 respectively and PD 97-03) we must include within our syllabus this disclaimer and announce it in the first day of class:

“If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours.”

This helps prevent the discrimination of students who may have disabilities and that our academic requirements do not discriminate against them. As faculty members we are responsible to assure equal opportunity for all students while protecting their confidentiality. See section 3.16 for more information on teaching to students with disabilities.

11. Classroom Diversity Statement:

“As students and faculty at LABI College, and foremost as Christian believers, we endeavor to communicate with honesty and confidentiality, to speak with encouraging and edifying words, and to create a safe environment where we shelter one another with love when vulnerabilities arise. This classroom intends to foster a Christ-centered community that promotes appreciation and respect for individuals, enhances the potential of its members, and values differences in gender, ethnicity, race, abilities, national origins, and generation.”

12. Associate Degree Student vs. Certificate Student

Students who have not completed a high school diploma or its equivalency are not allowed to enroll in the Associate Degree program. Students who have not met these requirements but wish to participate in the LABI College community experience may be approved to enroll in the (non-degree seeking) certificate program, designed to help students succeed at their developmental level of study. What this means for us is that each course requires a different set of expectations: one for the Associate program and one for the certificate program. For example, while students in the Associate program are typically required to take their quizzes, mid-terms, final examinations, or submit a research paper, the certificate student might be required to only be in

attendance in class. In other words, the certificate student's coursework is significantly lower than a student in the Associate program. Therefore, each professor must include written direction in the syllabus as to how the course will be adjusted for the certificate student.

Example:

“Certificate students will not be required to turn in the final paper, and will be excused from the 3 of the 7 quizzes.”

13. **Writing Center Statement:**

“The LABI College Writing Center is located in the back of the Hitchin Library. Trained tutors are available from 9:00am-3:00pm M-F and 6-9pm T/Th. To request an appointment, simply log on to www.labi.edu/WcApp and fill out an Appointment Request form. It takes 2 minutes, and you will receive an Appointment Confirmation email within 2 business days. All appointments must be requested 2 days in advance of the desired appointment, and the appointment must be held at least 2 days before your paper’s due date. Writing Center workshops on varied and relevant topics are also offered throughout the semester. It is your responsibility to seek out these workshops. It is strongly suggested to plan ahead and request face-to-face appointments for larger term papers the first week of school once due dates are received.

Although it is *strongly suggested* to utilize this free service, please note that all classes contain differed Writing Center requirements in accordance with particular objectives. Required appointments will affect your grade, and require a stamped Session Notes form as proof of your Writing Center appointment. Each class may also offer extra credit for use of Writing Center services. Make sure to take note of each class’s exact requirements and/or incentives offered.”

Please specify below this statement your class’s unique requirements and/or incentives in association with the Writing Center. Examples include 10 points of a final paper going toward proof of a W.C. appointment, or 2 extra credit points given for attendance of a workshop.

14. **Rubric for the Quality of Student Writing**

Every faculty member needs to use the rubric to evaluate the quality for student writing. The syllabus includes the rubric that needs to be attached at the end of every syllabus. See sample below for the rubric that is to be inserted.

Appendix III

RUBRIC FOR THE QUALITY OF STUDENT WRITING

23-25 = Outstanding; superior work, adequate for publishing

20-22 = Above average; above average quality

18-19 = Good; average quality

15-17 = Below average; inconsistent quality

0-14 = Poor; inadequate, requires significant re-writing signify that the work requires re-writing

100 Possible points	
TOPIC SELECTION/THESIS GUIDED PAPER/REFLECTION PAPER	
1. The student gives a clear, cogent rationale for the topic. Thesis is clearly stated and appropriately focused. Reflection paper critically engages the subject of study	
2. Topic is stated but focus could have been sharper. Thesis is stated but focus could have been sharper. Reflection paper adequately covers subject of study	
3. Topic is missing, too vague, or absent. Thesis is missing, too vague, or absent. Reflection paper is too general and does not demonstrate critical engagement	
RESEARCH DEVELOPMENT AND ORGANIZATION OF THE PAPER	
1. The outline of the paper reveals that the investigation of the topic is comprehensive enough and covers the topic adequately	
2. The outline of the paper is coherent and provides a logical development from concept to concept including a proper introduction, body, and conclusion	
3. There's evidence that the student has read widely enough to identify the major issues	
4. The student understands the issues and is able to critically reflect on their relevance to the chosen topic.	
5. Paper includes appropriate sources such as commentaries, dictionaries, encyclopedias and/or articles	
C. CRITICAL THINKING SKILLS	
1. The student has engaged a broad spectrum of views related to the chosen topic	
2. The student demonstrates an ability to critically assess the strengths and weaknesses of differing views or positions	
3. The student shows evident of independent thinking which evaluates objectively differing views or positions before declaring their own position	
4. The thesis/topic/reflection paper is supported with proofs or evidence (historical research, linguistic word study, theological analysis, empirical data, statistics, etc.)	
D. BASIC WRITING AND FORMATTING SKILLS	
1. The paper is mechanically sound in terms of word usage and selection, spelling, punctuation, capitalization, syntax, and grammar	
2. The writing style is clear, straightforward, and easily understood	
3. The development of thought is aided by well-constructed paragraphs, transitional sentences and summations that facilitate the flow of thought	
4. It is also written in the desired format with page numbers, cover page, written in Time New Roman Font size 12, and one inch margins	
5. Paper is documented correctly with bibliography and footnotes.	
E. PROFESSOR COMMENTS AND TOTAL POINTS EARNED	

Appendix IV

OFFICIAL GRADE PETITION/CHANGE FORM

Please print clearly and legibly. Complete form and forward to the Academic Office.

Student: _____ Degree: _____

Instructor: _____ Course Title: _____

Number of Units: _____ Date and semester of original grade: _____

Original grade: _____ Revised grade: _____

Petition/Reason for change:

Student's Signature: _____ Date: _____

Instructor's Signature: _____ Date: _____

For Office use only

Academic Dean's Signature: _____ Date: _____

Date posted in student's record: _____ By: _____

Appendix V

AT-RISK STUDENT FORM

An at-risk student is a student who, by virtue of their circumstances, is statistically more likely than others to fail academically. Within the first semester in college we have noticed that it is usually the toughest semester for students. We also have the strongest prediction of retention and can foresee the overall success of the student.

Therefore, the faculty is encouraged to identify any student who they think may be at-risk, academically or otherwise, at LABI. This information will enable the Dean to identify students who may need assistance that they are not currently receiving. With your permission, the Dean will contact the student about a specific problems or situation. It has been found that students generally experience this concern as helpful and supportive. Although it is not necessary, you may want to let the student know you have made this referral.

The Faculty is able to follow up on the status of this student, or pass along additional information or suggestions by contacting the Academic Dean. At the Faculty's request, we will keep any or all information confidential.

In any case, LABI will attempt to meet with the student to discuss areas in which the college can offer assistance. How LABI responds to "at-risk" students:

1. Student meets with faculty member or Dean to discuss their academic status
2. Tutoring is assigned with another 2nd year student or intern
3. Truancy and absenteeism is closely monitored
4. Student follows up with Dean on a weekly basis

Faculty Name
Course

Student Name	Current Grade	Please identify the problem or situation and provide any information that you think might be helpful in contacting and assisting this student.

Appendix VI

FACULTY GRIEVANCE FORM

Fair and prompt resolution of legitimate grievances is a vital part of the school's professional and ethical commitment to its students. If a student has any grievances with another student, faculty member, or administrative staff, the procedure to handle the grievance is the following:

1. The student or faculty must make a written or formal complaint to the Academic Dean or President if the complaint is against the Dean or Presidential Cabinet Member.
2. The appropriate Dean will respond to the grievances with a written plan of action and file the grievances into the appropriate Grievance file record.
3. If a resolution is not satisfactory by any party, the Dean will address the matter with the Presidential Cabinet in order to seek a better solution.

Please state your grievance below or attach email/documents for record

Name of Student/Faculty: _____

Name of Grievance to be filled against _____

Date: _____

GRIEVANCE/ISSUE TO BE ADDRESSED:

Appendix VII

Faculty File & Related Expectations

LABI College and LATS Faculty Files: All faculty members that teach within our academic programs must be qualified by our faculty, Academic Dean and President. Faculty must also hold a regionally accredited degree with relevant teaching and experience within the field and course content being taught. Additionally, as part of our accreditation expectations, faculty files will be maintained on each faculty that will include the following information reviewed and vetted by the Academic Dean and President.

Faculty Member: _____ Year Started: _____

- ___ Updated Curriculum Vitae on File (No more than Two Years Old)
- ___ Official Transcripts (highest degree) (or Copy if HR has Original/Official) on File
- ___ Signed Doctrinal Statement
- ___ Sample/Current Course Evaluations (within last 12 months) on File
- ___ Copy of Current and Executed Faculty Contract/Agreement on File

Undergraduate College/University Degree/Major Year Granted

Graduate College/University Degree/Major Year Granted

Graduate College/University Degree/Major Year Granted

Reviewed and Approved by,

_____ / ____ / ____

Academic Dean

Date

Appendix VIII

LABI COLLEGE ASSOCIATE'S DEGREE IN BIBLE AND MINISTRY (BMS)

Program Learning Outcomes (PLOs)

Program Learning Outcomes (PLO's)

The associate's degree in Bible and Ministry at LABI College will provide students with the essential biblical, theological, and ministerial knowledge that prepares them for ministerial service.

Additionally, coursework in field placement and writing projects will provide students with the skills for higher education. There are four core learning outcomes for graduates of our program.

Graduates from our program will be able to demonstrate:

1. Theological Knowledge
2. Applied Ministerial Practice
3. Critical Analyses of the Bible
4. Information and Writing Literacy
5. Communication Effectiveness

1. Christian and Pentecostal Theological Knowledge

The graduate from our program will be able to demonstrate competency in fundamental theological concepts. Students will be able to identify and articulate the core theological views of the Christian church and Pentecostalism.

2. Applied Ministerial Practice

The graduate from our program will be able to demonstrate a wide range of knowledge and experiences related to applied ministerial practice. This includes skills such as preaching, administration, teaching, counseling, leadership, and supervised practicums. Graduates will value diverse cultural contexts and gain knowledge in how to minister effectively within Christian settings.

3. Critical Analysis of the Bible

The graduate from our program will be able to assess and evaluate biblical texts; assess and evaluate the historical and literary composition of the text. They will also be able to communicate, discuss, and present interpretations of the biblical text.

4. Information and Writing Literacy

The graduate from our program will be able to demonstrate information and writing literacy skills; write effectively and within a research format, generate theories, and in written format able to effectively articulate their reasoning.

5. Communication Effectiveness

The graduate from our program will be able to integrate awareness and knowledge of various Biblical concepts, theological perspectives, and ministerial principles through an effective verbal communication approach. Appropriate communication will include but is not limited to, course presentations, paper presentations, teaching, video development, preaching, and success through the communication components of the portfolio project.

LABI's Bible and Ministry: Program Learning Outcomes (Curriculum-Mapped)

BM PLO's	Fall Yr 1 Semester 1	Spring Yr 1 Semester2	Fall Yr 2 Semester 3	Spring Yr 2 Semester 4
	Courses	Courses	Courses	Courses
<i>Christian and Pentecostal Theological Knowledge</i>	THE103 BIB110 MIN113 MIN122 MIN199	THE124 THE256 BIB120	BIB200 MIN126	THE242 BIB233
<i>Applied Ministerial Practice</i>	THE103 MIN113 MIN122 MIN161 MIN182	THE124 MIN156 MIN183	MIN184 MIN213 MIN260	THE242 MIN185
<i>Critical Analyses of the Bible</i>	BIB110 MIN199	THE256 BIB120	BIB200 BIB220	THE242 BIB233
<i>Information and Writing Literacy</i>	BIB110 THE103 MIN199	BIB120 THE124 MIN156	BIB200 BIB220 MIN260	THE242 BIB233
<i>Communication Effectiveness</i>	BIB110 MIN113 MIN199	BIB120 MIN156	BIB200 BIB220 MIN260	BIB233

(K)=Knowledge

(A)= Application

(S)= Synthesis

BLOOM'S TAXONOMY FOR COGNITIVE PROCESSES

Knowledge (K) = Remembering a wide range of information, facts and theories. Represents a lower level of learning outcomes/cognitive processes. Learning objectives include knowing common terms, specific facts, methods and procedures, basic concepts, and/or know principles.

Application (A) = The ability to use the knowledge learned in novel applications/situations. Applying rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under knowledge. Learning objectives at this level: apply concepts and principles to new situations, apply theories to practical situations, solve

Synthesis (S) = The ability to put learned concepts together to form a new whole. This may involve the production of a unique communication, a plan of operations (research proposal/portfolio). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structure. Learning objectives at this level: write a well-organized paper, give a well-organized presentation, speech, lecture, and/or or sermon.

INDEPENDENT STUDY APPLICATION

Section I – Student Information

Student Name: _____	Semester: _____	Year: _____
Instructor who will direct you: _____		
Independent Study Course: _____		
Home Phone _____	Mobile Phone _____	
Faculty Email Address _____		
Best days to interact with professor _____		
Best time to interact with professor _____		

Section II – Independent Study Proposal (It must include the following :)

Bibliography of Required Books (pages must total at least 1,000): _____

List of Required Assignment (minimum 15 pages): _____

Section III - Signatures

Student's signature: _____	Date: _____
Instructor's/Supervisor's signature: _____	Date: _____
Academic Dean's signature: _____	Date: _____

*Student will not be registered in the course without the submission of this completed form.