LIGHTHOUSE CHRISTIAN COLLEGE

FACULTY AND STAFF HANDBOOK

VOLUME ONE 2024-2025
Created June 2024

VOLUME TWO 2025-2026
Updated AUGUST 2025

Table of Contents

ACCREDITATION AND LICENSURE

Lighthouse Christian College is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding Lighthouse Christian College (ID: 10177) may be obtained by contacting the Commission for Independent Education, Department of Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400; toll-free telephone number 888-224-6684.

Lighthouse Christian College is not accredited by any accreditation agency. This may affect your ability to transfer the credits earned at LCC to another university, sit for professional examinations, and be eligible for financial aid. Transferability of credit earned at LCC is at the discretion of the accepting institution, and it is the student's responsibility to confirm whether credits will be accepted by another institution of the student's choice.

Lighthouse Christian College is in the self-study phase with the Transnational Association of Christian Colleges and Schools (TRACS), PO Box 328, Forest, VA 24551; Telephone: 434-525-9539; e-mail: info@tracs.org. TRACS is recognized by the United States Department of Education (USDE), the Council for Higher Education Accreditation (CHEA), and the International Network for Quality Assurance Agencies in Higher Education. (INCAAHE).

TRACS has a straightforward, multi-step process towards accreditation. The overall phases of the process are Application, Candidacy, and Accreditation. After successfully complying with the standards outlined in the TRACS Institutional Eligibility Requirements (IER), their assessment of an institution's accomplishments affords advancement for accreditation. Lighthouse Christian College is currently in the Application approved for the Self-Study phase. Lighthouse Christian College is approved for Distance Learning by the Florida Department of Education.

Change of Policy

Information provided by this handbook is subject to change without notice. It does not constitute a contract between Lighthouse Christian College and an employee. The material included herein is based on information available as of May 2025.

Lighthouse Christian College reserves the right to add, revise, or drop courses, implement new policies and procedures, and change published calendars as it deems necessary. Every effort will be made to minimize inconvenience when these changes occur.

This LCC policy manual supersedes and replaces all previous versions of the Lighthouse Christian College policy manuals. New or modified College policies are effective immediately upon publication online unless otherwise noted.

Equal Opportunity – Discrimination Free Environment Policy

Purpose
Our institution is committed to maintaining a work and learning environment free from discrimination, harassment, and bias. This policy outlines our commitment to treating all individuals with dignity and respect, regardless of their background, identity, or characteristics.

Scope
This policy applies to all employees, students, contractors, visitors, and any other individuals associated with our institution.

Policy Statement
1. Equal Opportunity: Lighthouse Christian College (LCC) provides equal employment and educational opportunities to all individuals regardless of race, color, national origin, disability (physical or mental), gender, age, or parental status.
2. Prohibited Conduct:
    o Discrimination: Treating someone unfairly based on protected characteristics.
    o Harassment: Unwelcome conduct that creates a hostile or intimidating environment.
    o Retaliation: Taking adverse actions against someone who reports discrimination or participates in an investigation.
3. Reporting and Investigation:
    o Anyone who experiences or witnesses discrimination or harassment should report it promptly to their immediate supervisor or designated reporting channels.
    o LCC will conduct thorough, impartial, and confidential investigations into all complaints.
4. Prevention and Training:
    o Regular training programs will educate employees and students about their rights, responsibilities, and the importance of maintaining a discrimination-free environment.
    o We promote awareness and understanding of diversity and inclusion.
5. Consequences:
    o Violations of this policy may result in disciplinary action, including termination or expulsion.
    o We encourage corrective actions and remedial measures to prevent recurrence.
6. Non-Retaliation:
    o LCC prohibits retaliation against anyone who reports discrimination or participates in an investigation.

Commitment
LCC is dedicated to fostering a respectful, diverse, and discrimination-free environment. We encourage open dialogue, empathy, and continuous improvement.

History of Lighthouse Christian Schools

Lighthouse Christian College emerged from Lighthouse Private Christian Academy (LPCA). LPCA began in 2004, after Hurricane Ivan devastated Florida's gulf coast. Many schools never reopened after the destruction from this hurricane. In response, Dr. Joanna Johannes created the first not-for-profit Lighthouse Private Christian Academy school. In 2005, she began with 18 pre-k students in a small room in the back of a Church. Since then, Lighthouse has grown to four large campuses in Santa Rosa and Escambia counties. This includes three high schools.

Dr. Johannes began to dream about starting a college because of an apparent and relevant need for the high school

graduates to have an affordable and flexible higher education option in Pensacola. After a few years of preparation, with the help of Marilyn A. Magallanes, Lighthouse Christian College (LCC) was approved in August of 2022 as an online college by the Florida Commission of Higher Education and the Department of Education. Our first college courses began on August 20th, 2022, with only eight students. Since then, LCC has continued to grow exponentially each year.

The Lighthouse Christian College (LCC) main campus is in the heart of the historic district of Pensacola, Florida. The campus is a beautiful 3-story colonial building built in 2006 to replicate the look of the historical area. Although LCC is an online program, we are pleased to offer this building as a space for students to utilize high-quality technology and receive tutoring from highly experienced educators. Whether they live locally or need tutoring via Zoom, our staff is available to provide educational assistance.

Beyond the scope of the main LCC campus, LCC students are also able to utilize four other facilities owned or leased by LPCA:

1. PENSACOLA: 50,000 square foot campus in Pensacola with a 1000-person capacity Chapel.

2. GULF BREEZE: 15-acre athletic campus with a football field, locker rooms, and a Chapel.

3. MILTON: 20-acre agriculture/recreation center located on the Blackwater River.

4. MILTON: 70-acre athletic facility designed primarily for baseball and basketball.

LCC Statement of Faith

We believe the Bible is the written word of God, inspired by the Holy Spirit and without error in the original manuscripts.

The Bible is the revelation of God's truth and is infallible and authoritative in all matters of faith and practice.

We believe in the Holy Trinity. There is one God, who exists eternally in three persons: the Father, the Son, and the Holy Spirit.

We believe that all are sinners and totally unable to save themselves from God's displeasure, except by His mercy.

We believe that Jesus Christ is the eternal Son of God, who through His perfect life and sacrificial death atoned for the sins of all who will trust in Him, alone, for salvation.

We believe that the Holy Spirit indwells God's people and gives them the strength and wisdom to trust Christ and follow Him.

MISSION

Lighthouse Christian College is dedicated to developing principled leaders who promote Christian values and ethical practices.

Innovation

To provide innovative, non-denominational, faith-based revolutionary business training.

Leadership

To provide highly qualified faculty comprised of business owners and leaders across multiple disciplines.

Success

To open doors for LCC graduates so that they will have new opportunities for the betterment of society and a successful life of service to Christ.

Vision

Lighthouse Christian College's vision is to become a worldwide leader in online Christian education, equipping each graduate with the tools necessary to become visionaries in their chosen field and achieve excellence in a dynamic global community.

Aspirations For Colleges New Life

Lighthouse Christian College is pursuing the following aspirations for the College's new life over the next seven years:

1: Academic Excellence: Enhance the academic undergraduate program to give students the knowledge and abilities they need to stand out professionally and intellectually in today's marketplace. Results will be evidenced through grades and comprehensive testing.
2: Student Services: Grow the center for student services so that support is at the forefront and students have easy access to help with their academic, co-curricular, and career goals. Student surveys will evidence the results.
3: Establish Advancements and Partnerships: Launch an external outreach campaign to enhance prospects for collaborating with other organizations, foundations, governmental bodies, and corporate partners in ways that augment potential financial streams and generate alliances for mutual benefit. Results will be evidenced through articulation agreements, grants, and donations obtained.
4: Increase Student Enrollment and Retention: Enhance recruitment strategies through training and attending functions with enrollment opportunities to recruit and retain a diverse student group. Results will be evidenced through enrollment statistics.
5: Resource Improvement: Optimize system investments, realign infrastructure with changing needs, and evaluate operations where efficiencies can be gained to enhance the college's institutional resources—results evidenced by increased surplus for expansion.

Administration Job Descriptions

PRESIDENT / CEO:

The President shall be the Chief Executive Officer of the college. All administrative officers, faculty, and other staff members shall be responsible to him/her for performing their duties and subject to his/her direction. The president shall be accountable only to the Board of Trustees. They shall hold office until they resign, retire, or their contract expires. The president shall perform such duties as are traditionally the responsibility of a college president, and the Board of Trustees may delegate such other duties as may be assigned to the office. Must demonstrate a personal relationship with Christ. These duties shall include, but are not limited to:

1. Enforcement of all rules and regulations of the Board of Trustees, and shall have such authority as is necessary to accomplish this, including the power to relieve any officer of internal administration, faculty member, or employee from the performance of his college functions pending action by the Executive Committee or the Board upon appeal by the person thus relieved or upon charges which the president is in such case required to file with the Executive Committee of the Board not later than the next regular meeting.
2. Responsible for providing leadership in developing policies concerning admission, retention, and graduation of students.
3. Responsible for recommending to the Board of Trustees such administrative organizations, executive offices, and staff positions as will best enable him/her to discharge his/her numerous duties, and with the approval of the Board, shall appoint and/or remove such personnel as in his/her judgment circumstances require.
4. Responsible for the preparation of the budget of the college, with the assistance of the Chief Financial Officer. He/she shall submit it with his/her recommendations to the Executive Committee of the Board of Trustees and administer the budget as approved by the Board of Trustees. Additionally, with the Executive Committee, he/she shall be responsible for long-range financial planning for the college.
5. Be the channel of official communications and recommendations between the faculty members, other officers, employees, college students, and the Board of Trustees. Such communications and recommendations shall be in writing, shall be open to the president, and shall be transmitted by him/her with such recommendations as he/she chooses to make to the Executive Committee of the Board of Trustees at its next meeting following receipt of the communication by the president.
6. Must demonstrate a personal relationship with Christ.

VICE-PRESIDENT & CHIEF OPERATIONS OFFICER

The Vice President must have business acumen, administrative and leadership experience, and demonstrated commitment to academic excellence, scholarship, and research: understand the role of Lighthouse Christian College and add value to society at large and to various communities of which the College is a part. Must be knowledgeable of strategic planning and have a proven record of successfully initiating and implementing major projects and new programs. Must be an effective communicator with all College constituencies and be committed to broadening the College's national and international visibility and reputation.

The Vice President of Lighthouse Christian College will:

1. Have a record of teaching and/or scholarship that would justify appointment as a tenured Professor or be a tenured Professor.
2. An administrative record of progressively increasing responsibility, including budget planning and monitoring, strategic planning, and accreditation experience.

3. An understanding of higher education and the requirements for excellence, ethics, integrity, and unity of purpose, effective practices, and a demonstrated commitment to diversity and the application of Christian principles.
4. Must demonstrate a personal relationship with Christ.

VP Duties and Responsibilities:

1. Assists the College President in overseeing the operations and administrative duties of the institution and keeps the College President informed about the College operations and related issues and concerns.
2. Represent the College at external functions on behalf of the President and foster relationships and partnerships with community agencies and other educational institutions.
3. Meet with the leadership team to review goals and objectives, maximize resources, and monitor systems and projects to strengthen effectiveness and meet the needs of students and the community.
4. Maintain an annual division-wide plan to support the College's strategic and operational tactical plans.
5. Establish and monitor key performance indicators and benchmarks in major operational areas.
6. Ensures the appropriate and effective administration of institutional resources.
7. Engage administrators, students, faculty, staff, community leaders, and citizens to share information, engage in shared problem-solving, and participate in key College committees.
8. Assume other duties as assigned by the President.
Must demonstrate a personal relationship with Christ

VICE PRESIDENT CHIEF ACADEMIC OFFICER, DEAN OF ACADEMICS, PROVOST & STUDENT AFFAIRS

Job Summary: The Dean of Academic & Student Affairs shall be appointed by the President and report to the President. The Dean of Academic & Student Affairs acts as the chief academic officer, developing the college's administrative, personnel, and academic policies and programs. They develop and oversee curriculum, class schedules, and student orientation to the college; supervise the library and all faculty personnel, faculty evaluations, academic programs, academic standards, and academic records. He shall preside over meetings of the Campus Life Commission, which include students, faculty, and administrators, who are responsible for specific services to college students, coordinating the tutorial services, and testing. He/she shall be responsible for properly administering trustee policies on student life, health, housing, discipline, scholarship, and other forms of student assistance, as well as all matters related to non-academic activities. This position also entails additional responsibilities and duties as assigned. The Dean's authority and areas of supervision may be adjusted from time to time at the discretion of the President in accordance with the institution's needs. This position also entails other responsibilities and other duties as assigned.

Minimal qualifications include:
• A minimum of a master's degree in an academic field.
• Teaching and administrative experience.
• Higher Education experience as an instructional leader, with curriculum and pedagogy.
• Experienced leader for classroom management and student discipline matters.
• Experienced instructional leadership with reading, writing, and math initiatives.
• Strong communication and facilitation skills, including technology.
• Team player and experience with collaboration; and
• Ability to work under pressure, adapting easily.
Must demonstrate a personal relationship with Christ

VICE PRESIDENT CHIEF FINANCIAL OFFICER

Job Summary: The CFO shall be approved by the President and be responsible to the President or his/her designee. The Chief Financial Officer shall be responsible for the proper administration of the College's business affairs, including the management of policies and programs related to internal budget control, financial audits, material purchasing, and the operation and oversight of auxiliary enterprises. The Chief Financial Officer shall accurately prepare and present all available data essential to budget preparation, assist the President in preparing the college's annual budget, and perform other duties as directed by the President. This position also entails additional responsibilities and duties as assigned.

Minimal qualifications include:
• Bachelor's degree in accounting or business (MBA preferred);
• Experience in Higher Education.
• Proficient in Microsoft Excel, Access, and Word.
• Must have a thorough knowledge of accounting software and Generally Accepted Accounting Principles; and
• At least five years of experience in accounting and supervision.
Must demonstrate a personal relationship with Christ

JOB DESCRIPTIONS DIVISION OF THE PRESIDENT'S OFFICE

ADMINISTRATIVE/OFFICE CLERK
Job Summary: Assists and reports to the President. Performs responsible, sometimes confidential duties and routine administrative functions. Types and proofreads reports, correspondence, forms, etc.; may type confidential materials; may use word processing equipment. Answers the telephone, takes and relays messages, and responds to phone inquiries. Assists at the counter, answering questions and helping the public research information contained in various public records. Assists in the completion of exemption forms and the retrieval and research of recorded documents. Makes and confirms appointments as directed and receives and schedules visitors.

Minimal qualifications include:
• High school diploma or general education degree (GED) with courses in general office procedures, bookkeeping, and computer entry.
• At least one year of responsible office/clerical experience or equivalent combination of education and experience.
• Skill in operating a typewriter, personal computer, online computer terminal, various printers, fax machine, and other office equipment is necessary.
Must demonstrate a personal relationship with Christ

DIRECTOR OF COMMUNITY, ALUMNI AFFAIRS & CHURCH RELATIONS
Job Summary: The Director of Community, Alumni Affairs, and Church Relations is responsible for planning and implementing programs and projects that strategically engage alumni in strengthening programs. Serving as ambassador, the Director of Community, Alumni Affairs, and Church Relations is charged with securing commitments from alumni to provide professional expertise and volunteer service; collaborating with colleagues in the administrative offices, local churches (including, but not limited to Admissions, Development, Public Affairs, and Student Affairs). The Director of Community, Alumni Affairs, and Church Relations reports to the President and is a member of the Institutional Advancement Team. This position also entails other responsibilities and other duties assigned.

Minimal qualifications include:
• A bachelor's degree or 5 years' experience in Church Relations, recruiting and directing volunteers.
• Ability to travel and work evenings and weekends as needed.
• Demonstrates the ability to strategize, implement, and build constituency programs and activities, along with a talent for motivating volunteers.

- Ability to organize and complete multiple tasks simultaneously with close attention to detail and prioritization to meet deadlines.
- High professional and ethical standards for handling confidential information.
- Flexibility and initiative, as well as the ability to work independently, combined with the skills for thriving in a team environment to achieve institutional goals.
- Demonstrably strong writing, planning, and organizational skills; and
- Excellent communication and interpersonal skills, together with the ability to work collaboratively and courteously with colleagues throughout the institute, alumni, local church, volunteers, other constituents, and the public.
- Must demonstrate a personal relationship with Christ

DIRECTOR OF HUMAN RESOURCES

Job Summary: Oversees human resources functions, including compensation, benefits, recruitment, transactions, operations, and employee relations. Develops and implements personnel policies consistent with overall objectives.
Serves as a job expert or organization resource in the assigned area. Assists in the planning and organizing of the unit's work to meet the unit's objective. Reviews operations for compliance with applicable regulations and standards. Participates in strategic planning. Assists with the design and execution of special events, projects, and activities. Coordinates employee performance and appraisal programs. Oversees the record management function, including maintenance, retention, transfer, and disposition of personnel records and files. Oversees the development, revision, and maintenance of comprehensive job descriptions. Provides information and advice to employees, supervisors, and managers regarding employee relations issues and personnel policies, practices, and regulations. Reviews and evaluates proposed or newly enacted State and Federal laws governing personnel administration. Coordinate and conduct training on human resource program-related topics and issues. Identifies current and prospective staffing requirements, prepares and posts notices and advertisements, and collects and screens applications. Coordinates and conducts recruitment program following state and federal laws, rules, and regulations, as well as agency policies and procedures. Serves on various committees as assigned. This position also entails other responsibilities and other duties assigned.

Minimal qualifications include:
- Must have demonstrated proficiency with applicable laws/regulations and management theories.
- Strong organizational skills in operations, budget, and project administration.
- Effective interface with diverse groups; effective supervisory skills.
- Experience must include hands-on responsibility for the full scope of human resources activities, operations, and analysis.
- Candidates must possess a bachelor's degree; an advanced degree or professional certification or equivalent combination of education and experience is preferred.
- Must demonstrate a personal relationship with Christ

JOB DESCRIPTIONS DIVISION OF THE VICE-PRESIDENT

ADMINISTRATIVE ASSISTANT

Job Summary: Assists and reports to the Vice President. Performs responsible, sometimes confidential duties and routine administrative functions. Types and proofreads reports, correspondence, forms, etc.; may type confidential materials; may use word processing equipment. Answers the telephone, takes and relays messages, and responds to phone inquiries. Assists at the counter, answering questions and helping the public research information contained in various public records. Assists in the completion of exemption forms and the retrieval and research of recorded documents. Makes and confirms appointments as directed and receives and schedules visitors.

Minimal qualifications include:
• High school diploma or general education degree (GED) with courses in general office procedures, bookkeeping, and computer entry; Associate's degree preferred.
• At least one year of responsible office/clerical experience or equivalent combination of education and experience.
• Skill in operating a typewriter, personal computer, online computer terminal, various printers, fax machines, and other office equipment is necessary.
• Must demonstrate a personal relationship with Christ

Director of Institutional Advancement, Assessment, Research, and Planning

Job Summary: The Director is responsible for gathering, maintaining, assessing, and analyzing the institution's data for internal decision-making purposes and external reporting requirements. The Director is responsible for developing and maintaining the institution's long-range goals, ensuring they are mission-driven, based on reliable data, and consistent with accreditation criteria. The Director supports the College's assessment program through direct support of the academic units by consulting, developing, measuring, and analyzing learning outcomes, and administrative units developing, measuring, and analyzing performance outcomes. In addition, the Director assists with maintaining a comprehensive institutional assessment database. They report on college assessment activities as requested, recommend policies and procedures to improve the College's institutional effectiveness program, and perform other duties as may be required. The Director also oversees accreditation review processes and serves as the College's internal clearinghouse, whose primary responsibility is collecting, storing, and disseminating institutional data.

Minimal qualifications include:
• Bachelor's Degree (master's degree in statistics or doctorate preferred);
• Demonstrated knowledge of statistics, educational research, and issues in higher education.
• The ability to prepare high-level quantitative and qualitative statistical analyses focusing on critical academic metrics.
• The ability to effectively present information and address questions from a campus community
• Effective communication skills with a proven ability to foster collaborative efforts within a diverse community.
• Must demonstrate a personal relationship with Christ

DIRECTOR OF SPONSORED PROGRAMS & SPECIAL PROJECTS

Job Summary: Design, write, lead, and oversee the execution of a college-wide public and private grants program in keeping with the needs, priorities, and competencies of the institution and its faculty and staff. Efforts range from finding grant sources and informing appropriate individuals, assisting with and overseeing the development and writing processes, and assisting with final grant production, presentation, and achievement. Research and interpret funding opportunities and requests for proposals from government agencies and foundations to determine appropriateness for the College; evaluate and recommend how best to respond. Create Memoranda of Understanding (MOUs) due to developing partnerships with external entities needed to implement the sponsored programs and/or grant requests.

Minimal qualifications include:
• Master's Degree or equivalent experience
• Ability to manage multiple priorities in a fast-paced environment
• Ability to interact effectively with the Office of Sponsored Programs' stakeholders, including administrators, faculty, staff, students, governmental agencies, and other prospective funding sources.

- Evidence of excellent written and oral communication skills.
- Must demonstrate a personal relationship with Christ

CAREER PLACEMENT COUNSELOR

Job Summary: The Career Counselor shall provide leadership for career services. This includes providing comprehensive services and information resources that enable students to take active responsibility for their career decision and job search; equipping students for making career plans by facilitating awareness of their work-related strengths, interests, and values and understanding the world of work; preparing students for finding suitable employment by enhancing their job search skills and capacity to express the relevance of strengths to employers; and fostering relationships with the employer community to provide students with opportunities to develop professional skills, integrate academic learning from work, and find jobs.

Minimum Qualifications
- Bachelor's degree in a related field and three years of experience.
- Knowledge of models of disability and inclusive educational design and their application in higher education
- Working knowledge of standard computer applications (e.g., Word, PowerPoint, databases)
- Strong written and interpersonal communication skills
- Skill at developing and delivering professional presentations and workshops
- Must demonstrate a personal relationship with Christ

Demonstrate experience working with people from diverse backgrounds and cultures, including racial, ethnic, religious, political, and cultural perspectives.

JOB DESCRIPTIONS: DIVISION VICE PRESIDENT OF ENROLLMENT MANAGEMENT

ADMINISTRATIVE ASSISTANT

Job Summary: Reports to the VP of enrollment management. Performs responsible, sometimes confidential duties and routine administrative functions. Types and proofreads reports, correspondence, forms, etc.; may type confidential materials; may use word processing equipment. Answers the telephone, takes and relays messages, and responds to phone inquiries. Assists at the counter, answering questions and helping with public research information in various public records. Assists in the completion of exemption forms and the retrieval and research of recorded documents. Make and confirm appointments as directed and receive and schedule visitors.

Minimal qualifications include:
- High school diploma or general education degree (GED) with courses in general office procedures, bookkeeping, and computer entry; associate's degree preferred.
- At least one year of responsible office/clerical experience or equivalent combination of education and experience.
- Skill in operating a typewriter, personal computer, online computer terminal, various printers, fax machines, and other office equipment is necessary.
- Must demonstrate a personal relationship with Christ.

DIRECTOR OF ENROLLMENT MANAGEMENT

Job Summary: The Director of Enrollment Management provides leadership in enrollment management and all related functional areas of the College, including Recruiting, Admissions, Registrar, and Financial Aid. The Director ensures that the division meets its enrollment goals and delivers positive, student-centered services to all

Prospective and current students.

• Serves as a key leader in ensuring that all Enrollment Management functional areas have processes, policies, technology, and resources necessary to achieve enrollment and student success goals.
• Maintains knowledge of best practices, new developments, and innovative recruiting and enrollment strategies in community colleges and higher education.
• Implements and maintains a data tracking and evaluation system to evaluate students' progress from outreach through enrollment.
• Ensures compliance with all state regulations and federal laws. Processes yearly renewal with the CIE.
• Maintains overall responsibility for planning, management, and monitoring of Enrollment Management budget.
• Provides primary leadership directly or through intermediate managers in planning, implementing, evaluating, and coordinating registration and student records.
• Supervises the staff by assigning and delegating tasks, providing direction, resolving work problems, communicating job expectations, training employees, and developing professional growth opportunities.
• Provides leadership direction to the Financial Aid Coordinators and the Default Management Team.
• Develop and/or maintain processes that maximize the efficiency of the staff in achieving enrollment goals.
• Provides leadership direction for long-term planning of the College's student information system to support enrollment management processes.
• Coordinates with the Dean of Academic and Student Affairs regarding the academic calendar or other related activities involving Enrollment Management.
• Recommends and participates in developing policy as necessary to properly implement effective enrollment services and student support programs. Carries out, explains, interprets, and enforces policy.
• Oversee the administration of academic progress, graduation evaluations, transfer credit evaluations, and the annual commencement ceremony and related activities.
• Must demonstrate a personal relationship with Christ.

Minimum Qualifications include a bachelor's degree in business, a student services discipline, education, or a related area, or a minimum of seven years of college administration experience, primarily in Enrollment Management, Admissions, Student Records, and Registration. Experience in budget, supervision, student services planning, and data management is required.

DIRECTOR OF FINANCIAL AID

Job Summary: The Director of Financial Aid is responsible for overseeing the overall operation of student financial aid services, reviewing the packaging of financial aid awards, and providing counseling to students regarding financial aid information. This position is governed by state and federal laws and agency/institution policy. The Director monitors expenditures for all students' financial aid programs, develops policies and procedures concerning awards, prepares various reports on financial aid activities, oversees the processing of awards and verification of information, and stays informed about state and federal financial aid regulations. The Director assigns students to college work study programs, receives deposits, and authorizes the disbursement of private and campus-based scholarship funds as needed. The Director interviews students to evaluate financial aid applications, determines the financial needs of students, prepares financial aid packages such as loans, grants, and scholarships, and answers questions concerning awards. The Director administers financial aid presentations/workshops for high school students, transfer students, and academic advisors. This position also entails other responsibilities and other duties assigned.

Minimal qualifications include:

• Education equivalent to a bachelor's in general business or related field.

• Three years of experience in student financial aid or a related area, including one year in a supervisory or leadership capacity.
• Additional requirements determined by the college, for recruiting purposes, require review and approval by the Office of Personnel Management.
• Must demonstrate a personal relationship with Christ

FINANCIAL AID COUNSELOR

Job Summary: The Financial Aid Counselor maintains a portfolio of files and is responsible for all aspects of awarding. The duties of this position include, but are not limited to, processing applications, analysis of award eligibility, file verification, and coordination of aid from various sources, including the institution, state, and federal government, and outside sources according to federal, state, and institutional guidelines. The Counselor is also responsible for certifying federal and alternative loans, including coordinating federal loan counseling requirements, and will communicate with students regarding all aspects of Financial Aid. This person reports to the Director of Financial Aid.

Minimal qualifications include:
• High School Diploma or GED; Associate degree or equivalent.
• Strong general computer skills with experience in Microsoft Office.
• Strong oral and written communication skills; ability to communicate effectively and professionally with various groups, including students, government agencies, vendors, and offices within the College.
• Experience with Financial Aid programs.
• Excellent math, analytical, and data interpretation skills.
• Must demonstrate a personal relationship with Christ

FINANCIAL AID COORDINATOR

Job Summary: The Financial Aid Coordinator will assist students with their financial aid applications, verifications, awards, and related matters. This person will also serve as the office manager, including data entry, organizing, and maintaining accurate and complete financial records, handling confidential records, tracking students' academic progress, gathering, and analyzing information for state and federal reports and audits, and working with the business office and the registrar during registrations, etc. This security-sensitive position must follow all Federal and State regulations and guidance.

 A. Financial Aid - 75%.
• Assist students with financial aid and loan program applications, verifications, and related paperwork.
• Assist with interpreting and implementing state and federal financial aid policies and regulations.
• Monitor student academic progress.
• Utilize computer-assisted financial aid record-keeping.
• Provide information to prospective and enrolled students.
• Assist with financial aid presentations on campus, in the community, and at area high schools
• Assist with developing and/or updating all online financial aid forms and keep up with state and federal form revisions.
• Review and input data from students' files for all awards.
• Monitor requirements for tuition waivers and maintain necessary documentation.
• Participate in workshops organized by local, regional, state, and federal organizations to maintain current information on financial aid regulations, as requested by the supervisor.
• Assist with selecting, training, supervising, and evaluating student workers.
• Coordinate work activities with other student services personnel, specifically the Student Accounts Representative.

• Conduct entrance /exit interview sessions.
• Respond to inquiries sent through the Financial Aid e-mail account.
Serves as front-line person responding professionally and courteously to all inquiries from constituents, i.e., students, parents, lenders, faculty, administrative, and support staff through personal and telephone communications.
• Attend and participate in meetings as required.
• Assist in placing or removing Financial Aid Holds on student accounts.
• Assist students with student financial counseling for financial literacy.
• Perform other duties as assigned. B. Student Account Reconciliation - 15%.
• Plans, coordinates, and reviews student accounts for graduation each December and May.
• Aids in verifying charges (billing), payments, and adjustments made to student accounts are accurate and posted promptly.
• Interprets entries to students' accounts and identifies balances by accessing Populi and referencing related documents.
• Upon request, may assist with calculating Return to Title IV (R2T4) based on student status changes and federal regulations, calculating any overpayments, loans to be refunded, or balances to be collected.
• Assist students with billing and accounts receivable questions and issues.
• May conduct research inquiries regarding disputed or questioned transactions regarding student accounts.
C. Overall School Support - 10%.
• Serves as front-line person responding professionally and courteously to all inquiries from constituents, i.e., students, parents, lenders, faculty, administrative, and support staff through personal and telephone communications.
• Review and update the accuracy of web content, publishing, forms, and calendars upon approval of the Director of Financial Aid.
• Fulfills all reporting requests from the Director of Financial Aid.
• Coordinates with college staff/faculty regarding student requests for exceptions to school policy or special payment arrangements.
• Counsel customers regarding student-related functions of other College departments, such as the registrar, housing, admissions, etc., to address or refer issues not served directly by the Office of Financial Aid.
• Maintain an acceptable cohort default rate.

KNOWLEDGE, SKILLS, and ABILITIES:
• Communication - Ability to communicate verbally and in writing clearly and concisely.
• Customer Oriented - Ability to care for customers' needs while following company procedures.
• Detail Oriented - Ability to pay attention to the minute details of a project or task.
• Strong organizational and computer skills.
• Knowledge of state and federal financial aid requirements (Arkansas).
• Enthusiastic - Ability to bring energy to the performance of a task.
• Friendly - Ability to exhibit a cheerful demeanor toward others.
• Initiative - Ability to make decisions or take actions to solve a problem or reach a goal.
• Interpersonal - Ability to get along well with various personalities and individuals.
• Reliability - The trait of being dependable and trustworthy.
• Technical Aptitude - Ability to comprehend complex technical topics and specialized information.

Minimal qualifications include:
• Education: An associate degree in business/accounting or a related field is required. Bachelor's Degree with a concentration in business/account is desired.

- Experience: Minimum of two years of experience in federal student financial aid regulations is required. Must be computer literate and efficient in Microsoft Excel.
- Must demonstrate a personal relationship with Christ.

DIRECTOR OF RECRUITMENT

Job Summary: The Director of Recruitment will lead college recruitment efforts by designing and implementing a recruitment plan with recruitment strategies focused on prospective students. The Director of Recruitment maintains records and prospective student information, ensuring proper documentation and progress tracking through the recruitment cycle. The Director of Recruitment will create and sustain consistent, positive, mutually beneficial relationship with high school counselors state-wide; will market Lighthouse Christian College through various media as appropriate; will collaborate with other education-related organizations, GED Programs, alumni, churches, agencies, and other identified stakeholders to assist in moving our efforts forward and will create and maintain a yearly calendar of and we will participate in, events related to student recruitment. The Director of Recruitment will be responsible for planning and coordinating campus events (i.e., recruitment fairs).

Minimal qualifications include:
- Bachelor's degree, preferably in marketing or a related field, and two years of related work experience, preferably in higher education, and extended computer and social media skills
- Ability to make dynamic and engaging public presentations
- Demonstrated strength in planning, organization, and project management
- Excellent written and verbal communication skills
- Must demonstrate a personal relationship with Christ

DIRECTOR OF ADMISSIONS

Job Summary: The Director of Admissions is a strong student advocate who will develop, train, and facilitate a high-performance team in the Admissions Department. The director oversees the admissions department, including recruitment, admissions, a call center, and international student compliance, and provides leadership in developing and assessing innovative recruitment strategies and initiatives designed to attract new market segments and expand the student base. Working with the Recruitment Committee, the Enrollment Management Team, and the Marketing Department, the director will update, implement, and monitor a college-wide Student Recruitment Plan. Through timely communication and established goals, the director will develop strong partnerships/alliances with academic divisions, continuing education units, public schools, and the college community.

Minimal qualifications include:
- A bachelor's degree with a minimum of 5-7 years of admissions experience with progressive experience. A master's degree is preferred.
- Previous supervisory experience managing professional and student staff is preferred.
- Experiences with production of a variety of media particularly print publications.
- Ability to effectively communicate in person and in writing, and be able to speak publicly.
- Should possess high energy, attention to detail, and the ability to organize effectively.
- A valid driver's license and the ability to travel and work nights and weekends as necessary.
- Must demonstrate a personal relationship with Christ

REGISTRAR

Job Summary: The Registrar operates and maintains the Academic Records. The Primary duties will include enrolling students into classes after eligibility has been determined by the Office of Admissions, monitoring attendance, and

Other indicators of academic performance and reporting such data to the appropriate LCC administrative offices for Title IV eligibility, counseling and retention, collecting and recording student data into Populi or such other electronic record keeping system in use by the college for purposes of state and federal government reporting requirements and institutional research and assessment efforts, keeping a record of student records and securely maintaining and issuing official student transcripts. This position also entails other responsibilities and other duties assigned.

Minimal qualifications include:
• A bachelor's degree or work experience equivalent
• A minimum of 1-2 years' experience in an administrative capacity, preferably in admissions/records at the post-secondary level.
• Must demonstrate a personal relationship with Christ.

ASSISTANT TO THE DIRECTOR OF ADMISSIONS AND REGISTRAR

Job Summary: Under the direction of the Director of Admissions, Records and Retention Specialist, the Assistant to Director/Registrar will be responsible for all tasks listed. The Assistant to the Director of Admissions/Registrar may be required to work independently on projects requiring research and preparation of briefing charts and other presentation materials. Provide training and guidance; Delegate duties such as typing, copy, and scanning; Work with the Director to sustain and grow programs and service; Manage administrative functions to ensure smooth and efficient operations of the organization; Ensure duties delegated by the Director; Attend and preside over meetings; Participate in strategic planning create presentations for meetings; Greet all incoming students into the Office of Admissions; Answer telephone lines; Assist with 2nd Chance Pell and input applications in Populi or other platform the college may be using; Interact with faculty, staff and students ensuring that the Registrar's Office process transcripts verification, degree audits, or other requested information; Maintaining and handling student records in a confidential manner and other duties as assigned.

Minimal qualifications include:
• The applicant must have at least three years of experience in higher education (admission/recruitment)
• Knowledge of database systems with the ability to demonstrate proficiency in Word, Excel, Publisher, and PowerPoint.
• Adequate typing skills of 65 wpm and effective oral and written communication skills are required.
• High School Diploma or GED; Willing to work evenings and weekends.
• Must demonstrate a personal relationship with Christ.

JOB DESCRIPTIONS: DIVISION VICE PRESIDENT OF FISCAL AFFAIRS

BUSINESS OFFICER MANAGER / ACCOUNTS PAYABLE

Job Summary: Provides financial, administrative, and clerical support by ensuring payments are completed and expenses are controlled by receiving payments, processing, verifying, and reconciling invoices according to established policies and procedures in an efficient, timely, and accurate manner.

Minimal qualifications include:
• High School Diploma or GED and an Associate's degree or equivalent work experience
• 1-3 years in accounts payable
• Knowledge of general accounting principles, regulatory standards, and compliance requirements
• General math skills

- Proficiency in MS Office, including the ability to operate computerized accounting and spreadsheet programs
- Must demonstrate a personal relationship with Christ.

COORDINATOR OF STUDENT ACCOUNTS

Job Summary: The Coordinator of Student Accounts is responsible for maintaining student ledgers by posting all course charges promptly when due, coordinating issuance of books and supplies to all students when needed, responsible for tracking student out of pocket payments on a month-to-month basis, submitting delinquent student accounts to collection agencies when needed, accepting and receipting student/misc. Payments daily. They also fully coordinate the creation of a new student ledger per student by program and post all charges per award year/payment period based on the enrollment agreement; work closely with students who are put on payment plans to ensure that the payments are being made timely monthly and follow through with sending delinquent accounts to collections agencies if internal collections procedures are not working.

Minimal qualifications include:
- High School Diploma or GED; Associate degree or equivalent work experience
- 1-3 years accounts payable
- Knowledge of general accounting principles, regulatory standards, and compliance requirements
- General math skills
- Proficiency in MS Office, including the ability to operate computerized accounting and spreadsheet programs
- Must demonstrate a personal relationship with Christ.

JOB DESCRIPTIONS: DIVISION VICE PRESIDENT OF ACADEMIC AND STUDENT AFFAIRS

ASSOCIATE DEAN OF ACADEMIC AFFAIRS

Job Summary: The Associate Dean for Academic Affairs has leadership and administrative responsibilities for professional student recruitment, the College admissions program, professional curriculum, and student retention. The Associate Dean oversees academic standards and academic and student support services related to the professional program. The Associate Dean interacts with faculty on academic matters through collegiate committees and through their respective department heads. The Associate Dean works closely with and answers directly to the Dean of the College on all academic and student affairs issues. Perform related duties as assigned.

Minimal qualifications include:
- A minimum of a master's degree.
- Two years of teaching experience in a higher education setting and two years of experience in academic administration or a similar leadership position that includes curriculum design and implementation, faculty and program supervision, departmental management, or other comparable experience.
- Demonstrated commitment to diversity and inclusivity is essential.
- Must demonstrate a personal relationship with Christ

ADMINISTRATIVE ASSISTANT TO DEAN AND ASSOCIATE DEAN OF ACADEMIC AFFAIRS

Job Summary: Oversee and manage the operations related to the Office of the Dean of Academic Affairs including, maintain a wide range of records for students, faculty, programs, and activities; maintain calendars and schedules and coordinate functions in conjunction with contractual deadlines; carry out a variety of tasks related to committee work and regular activities of the department; respond to a wide range of requests from students, faculty, staff, administrators and other external sources. Perform and oversee functions related to faculty, including calculating faculty workload and preparing overload contracts. Perform related duties as assigned.

Minimal qualifications include:
- Excellent organizational skills.
- Ability to communicate well and excite faculty, students, other staff, and College officials.
- Ability to anticipate potential problems and identify solutions.
- High school diploma or general education degree (GED) with courses in general office procedures, bookkeeping, and computer entry; associate or bachelor's degree preferred.
- At least one year of responsible office/clerical experience or equivalent combination of education and experience.
- Skill in operating a typewriter, personal computer, online computer terminal, various printers, fax machines, and other office equipment is necessary.
- Must demonstrate a personal relationship with Christ

DIRECTOR OF LIBRARY SERVICES (HEAD LIBRARIAN)

Job Summary: The Director of Library Services assists students and faculty with the library microcomputer application network and with computerized database searches. The Director knows the Internet and other online systems. The Director provides user education for bibliographic and reference resources. The Director is knowledgeable in reference development and collection and is familiar with acquisition. This position also entails other responsibilities and other duties assigned.

Minimal qualifications include:
- A candidate for the Director of Library must be an experienced librarian who will direct and supervise all library functions.
- A master's degree in library science with at least one year of supervisory experience in library services is preferred.
- Must demonstrate a personal relationship with Christ.

COORDINATOR OF THE LITERACY CENTER (READING, ENGLISH, AND MATH)

Job Summary: The Literacy Center Coordinator coordinates the college's Math, Reading, and English tutoring and skills development for students. Coordinators must maintain regular and predictable attendance, coordinate the Basic Skills center activities, provide one-on-one and group assistance to students in all General Education subjects, create and conduct special workshops, such as anxiety management, study skills, test-taking strategies, etc., teach a minimum of nine hours of non-college-level courses (developmental), and perform other duties as assigned.

Minimal qualifications include:
- Bachelor's Degree; master's degree preferred
- Microsoft Office Proficiency (Word processing, spreadsheet, and typing skills--must be able to do data entry accurately).
- Able to multi-task and work independently to meet goals, deadlines, and be detail-oriented.
- Must demonstrate a personal relationship with Christ.

DEPARTMENT CHAIRPERSON

Job Summary: Recruit, interview, and recommend instructors (faculty) to the Academic Dean for hiring; Advise students on academic matters, including class loads, class changes, registration, etc.; Evaluate students' academic progress and recommend students for graduation; Coordinate the department's curriculum and program review. Organize and conduct the department's faculty meetings and submit a copy of the minutes to the President, Academic Dean, and each faculty member within the department; Serve as the advisor to the Department's Student

Club(s). Serve on the College committees: Department Heads, Library, Curriculum Review, Faculty and Staff Senate, etc.; Provide academic reports, including faculty classes & class enrollment, department student enrollment, and submit the department's budget; Assist in student recruitment and perform other duties assigned by the President or Dean. This position also entails other responsibilities and other duties assigned.

Minimal qualifications include:
• Must have earned a master's degree in the appropriate field with at least eighteen (18) graduate credit hours in teaching.
• Must have at least three (3) years of teaching experience in a post-secondary institution.
• Must have at least two (2) years of supervisory experience in an educational setting.
• The graduate degree plan must be submitted to the Academic Dean's office.
• Special Requirements and Responsibilities.
• Ability to organize and conduct department meetings.
• Knowledge of curriculum and program review.
• Ability to prepare department budget and periodic reports.
• Good interpersonal relations and good communication.
• Ability to advise students on academic matters.
• Must demonstrate a personal relationship with Christ.

ATHLETIC DIRECTOR

Job Description: Working independently, exercising good judgment and discretion in executing and developing the Athletic Programs for local student-athletes and working with the Athletic Coordinator to ensure that LCC follows all sports affiliations and that the data regarding each student-athlete's grades, academic progress, and class schedules are accurate. The LCC Athletic directors oversee all aspects of athletic programs associated with the school. This can include fundraising, hiring coaches, ordering equipment, marketing events, budgeting, state and national compliance, Christian behavior from athletes, arranging practice and game facilities, hiring officials, speaking to parents, recruiting, and more. Ensuring all necessary paperwork is completed and processed on time, and working with the Registrar's Office for Eligibility and Verification forms is an essential partnership. The LCC AD will help student-athletes meet eligibility requirements for practice, travel, and competition. Communicating college policies with coaches and student athletes is a daily responsibility.

Minimal qualifications include:
Graduate degree in Business, Education, Kinesiology, or Sports Administration (or sports related) and 10 + years in an athletic office environment functioning. Strong experience is required in academic development and knowledge of various sports teams' functional requirements. Well-developed communications skills, both verbal and written. Proficiency in the Microsoft Office Suite. Excellent computer and organizational skills. Regularly lift 20 or fewer pounds. Must demonstrate a personal relationship with Christ.

Position Summary:

Lighthouse Christian College seeks Christ-centered, qualified, and committed adjunct and full-time faculty to teach undergraduate courses in a fully online environment. Adjunct faculty members play a key role in the delivery of high-quality, biblically integrated education that supports student learning, personal development, and academic success.

Faculty must use the REQUIRED Syllabus Template. Provide class syllabi to the department chair and the Academic Dean two weeks before the class; Develop Student Learning Objectives for each class and incorporate them into the syllabus. Provide class syllabi to the students one week before the class starts. Become proficient in the use of Populi or other electronic data reporting systems used by the college and submit grades, attendance, and other academic data required using such systems. Record scores on the student's tests, exams, assignments, and reports. Report student attendance and academic performance to the Registrar's Office regularly or as requested by the Administration to ensure compliance with Title IV eligibility and disbursement regulations.

Report objectives: Student Learning Outcome Reports to the Academic Dean and Registrar to satisfy accreditation assessment goals. Administer the midterm and Final examinations each semester and submit grades to the Registrar's Office promptly. Serve on College committees, including department committees, and attend meetings of each committee; Assist in organizing and participating in the Curriculum Development Committee; Provide a 2-hour office consultation period each day of the work week to assist students. Serve in other duties as may be assigned by the Department Chair or the Academic Dean. Must demonstrate a personal relationship with Christ.

Instructors must facilitate appropriate substantive and frequent interaction between themselves and students.

Teach Online (Asynchronous)

Courses where instructors and students do not meet in the same space – regardless of mode of instruction- should be consistent in quality, assessment, learning outcomes, requirements, etc., as face-to-face courses. Faculty must demonstrate active academic engagement through interactive methods, including but not limited to interactive tutorials, group discussions, virtual study project groups, discussion boards, chat rooms, Zoom, etc. Simply logging on by faculty or students does not constitute active student learning.

Essential Responsibilities:

- Facilitate online courses in accordance with Lighthouse Christian College's curriculum and instructional policies.
- Deliver weekly instruction, engagement, and assessment through Populi (Lighthouse's LMS).
- Foster a spiritually enriching and academically challenging learning environment that reflects a biblical worldview.
- Evaluate and grade assignments, assessments, and discussions in a timely and constructive manner.
- Provide meaningful and regular feedback to students to support their academic growth.
- Maintain active communication with students, responding to emails and messages within 24 hours.
- Participate in required training, orientation, and development opportunities as assigned.
- Submit final grades and reports by institutional deadlines.
- Uphold and model Lighthouse Christian College's mission, values, and statement of faith.
- Commitment to integrating a biblical worldview in teaching and scholarship.

Minimal qualifications include:

A candidate for a teaching position must have the following credentials:

• Earned a master's degree and has at least eighteen (18) graduate credit hours in the teaching area.

• Alternatively, a candidate may be considered if he/she has completed a minimum of twenty-one (21) graduate credit hours and submit a definite plan to complete a graduate degree in the appropriate field, in the master's program within three (3) semesters.

• A minimum of eighteen graduate credits have been completed towards a master's degree program. And must submit a definite plan to complete a graduate degree in the appropriate field within three semesters.

• At least one (1) year of teaching experience in an educational setting, preferably in a post-secondary environment, such as a community college or private/public two-year college.

• Must demonstrate a personal relationship with Christ.

Special Requirements

• Ability to teach students of diverse cultures, academically under-prepared, and economically disadvantaged.

• Available to provide individual assistance to students who need help to understand their work or assignments.

• Communicate often and effectively, motivate students, and build rapport with them.

• Exhibit an acceptable professional attitude.

• Work cooperatively with the Department Chairperson and the Academic Dean.

STUDENT SUCCESS COACHES

Job Summary: Student Success Coaches shall be responsible for keeping up with each student's activities within the case load through regular meetings, while maintaining a detailed case file for each student. These activities will include, but will not be limited to: Checking class attendance. Coaches shall meet with each student regularly: in person (if local), by Zoom, or by calling or texting, etc., if the student is missing classes by not logging in weekly, or misses an appointment, to intervene as soon as possible. Coaches will monitor the grades of each assigned student and recommend tutoring for those who are falling behind in their studies. Coaches will assess each student's life situation and identify any barriers to success, while providing support to

each student by identifying programs, agencies, and/or services available to assist students in addressing these barriers and connecting students with the appropriate programs, agencies, and/or services. Coaches will continuously monitor students' progress through these programs, agencies, and/or services and make recommendations as to the effectiveness of these programs, agencies, and/or services. Coaches will recommend whether to continue with these programs, agencies, and/or services.

Minimal qualifications include:
• Bachelor's Degree and case management experience are a plus; a master's degree in counseling or a related field is preferred.
• Knowledge of, or willingness to learn about, resources and support in the Florida Panhandle will be essential.
• The ability to relate to a wide range of student personalities is a must.
• Must demonstrate a personal relationship with Christ.

FACULTY/STAFF EMPLOYMENT POLICY

Lighthouse understands that each individual's contribution to the organization is essential to its core strength and future expansion, and that productivity and efficiency stem from genuine job satisfaction and the opportunities each person seizes for personal growth.

Thus, the employment policy of the LCC is formulated to employ all reasonable methods to select the most qualified candidate for the open position, regardless of factors such as age, gender, national or ethnic origin, disability, political affiliation, or status as a disabled veteran. Additionally, Lighthouse Christian College's employment policy:

1. When hiring, written notice of the employee's assignment, start date of employment, probationary period length, and annual salary should be given.
2. LCC acknowledges the value of orientation for every newly hired employee, employee who has been transferred, or employee whose job description has changed. The orientation will take place during the first month of work.

Lighthouse Christian College aims to clarify employment classification definitions so that staff and faculty members know their employment status and eligibility for benefits. Except as specified in contracts or employment agreements, these classifications do not guarantee employment for a fixed period of time. As a result, both the employee and Lighthouse Christian College are free to end the employment relationship whenever they choose.

FACULTY EMPLOYMENT

Faculty applicants must submit a written application, resume, and appear in person for an interview. All faculty members must submit their full transcripts, resumes, and any other relevant documents that may be requested.

Faculty appointments are made for an academic year, spanning from July 1st to June 30th, which consists of two semesters. Fall and Spring are 12 weeks, and Summer (if offered) is eight weeks. Those seeking employment are first invited to interviews with the dean of academic affairs. According to the principles of equal employment opportunity, faculty members shall be hired regardless of their age, physical handicap, sex, or country or ethnic origin. When considering someone for a faculty appointment, the college's needs, the candidate's qualifications, and how well his or her philosophy aligns with the college's mission, goals, and objectives will all be considered.

Drug-Free Workplace Policy

Purpose
Lighthouse Christian College promotes a safe, healthy, and drug-free workplace. This policy outlines our expectations regarding substance use and the consequences for violating this policy.

Scope
This policy applies to all employees, contractors, and students who are on campus or office premises or engaged in college-related activities.

Policy Statement
1. Prohibited Substances:
   - The use, possession, sale, distribution, or being under the influence of illegal drugs or controlled substances (including prescription medications not prescribed to the individual) is strictly prohibited.
   - Alcohol consumption during work hours or on company premises is also prohibited, except for authorized company events.
2. Drug Testing:
   - We reserve the right to conduct drug testing for pre-employment, random, post-accident, and reasonable suspicion purposes.
   - Refusal to undergo drug testing may result in disciplinary action.
3. Consequences:
   - Violating this policy may lead to disciplinary measures, including termination of employment.
   - Employees are encouraged to seek professional help for substance abuse.
4. Confidentiality:
   - All drug testing results and related information will be treated confidentially.
   - Only authorized personnel will have access to this information.
5. Education and Awareness:
   - We provide educational resources on substance abuse prevention, treatment, and rehabilitation.
   - Employees are encouraged to attend workshops and training sessions related to substance misuse.
6. Reporting:
   - Employees should promptly report any suspected violations of this policy to their supervisor or HR.
   - Reporting substance abuse concerns will not result in retaliation.

Commitment
Lighthouse Christian College is committed to maintaining a drug-free workplace to ensure the safety, well-being, and productivity of all employees and students.

.

Sexual Harassment Policy

Purpose
Lighthouse Christian College (LCC) is committed to providing a work and educational environment free from sexual harassment. This policy outlines our stance against sexual harassment, the reporting process, and the consequences for violations.

Scope
This policy applies to all employees, students, contractors, visitors, and anyone associated with LCC.
Policy Statement

1. Definition of Sexual Harassment:
   o Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature.
   o It encompasses both explicit and subtle behaviors that create a hostile, intimidating, or offensive environment.
2. Prohibited Conduct:
   o Unwanted sexual advances or propositions.
   o Offensive comments, jokes, or gestures related to sex or gender.
   o Display of sexually suggestive material.
   o Retaliation against someone who reports sexual harassment.
3. Reporting Procedure:
   o Anyone who experiences or witnesses sexual harassment should report it promptly to their immediate supervisor, Human Resources, or designated reporting channels.
   o Confidentiality will be maintained to the extent possible during investigations.
4. Investigation and Resolution:
   o LCC will conduct thorough, impartial, and timely investigations into all complaints.
   o Appropriate corrective actions will be taken based on the investigation findings.
5. Consequences:
   o Violations of this policy may result in disciplinary action, up to and including termination or expulsion.
   o We prioritize victim safety and ensure non-retaliation for reporting.
6. Prevention and Training:
   o Regular training programs will educate employees and students about sexual harassment prevention, bystander intervention, and reporting procedures.
   o LCC promotes awareness and understanding of consent and boundaries.
7. Support Resources:
   o The college provides information on resources such as counseling services and external support organizations.
8. Record Keeping: The institution will maintain records related to grievances, investigations, and resolutions at its central office, 625 North 9th Avenue, Pensacola, FL 32501.

Commitment
Lighthouse Christian College (LCC) is dedicated to fostering a respectful, inclusive, safe, and harassment-free environment. We encourage open communication and active participation in preventing sexual harassment.

Faculty and Staff Grievance Policy

Purpose
Lighthouse Christiaan College (LCC) is committed to addressing grievances promptly, fairly, and confidentially. This policy outlines the procedures for resolving disputes between faculty, staff, and administrators.

Scope
This policy applies to all faculty and staff members employed by LCC.

Policy Statement
1. Informal Resolution:
   o We encourage individuals to resolve grievances informally whenever possible.
   o Faculty and staff should engage daily in open communication, seeking resolutions through dialogue and understanding.
2. Formal Grievance Process:
   o When informal resolution fails, individuals may initiate a formal grievance process.
   o The grievant must submit a written statement outlining the grievance, including relevant facts, dates, and parties involved.
   o The designated office, Human Resources, will review the grievance and initiate an investigation.
3. Investigation and Resolution:
   o An impartial investigator will be appointed to gather relevant information, interview involved parties, and assess evidence.
   o The investigator will provide a written report with findings and recommendations.
   o LCC will take appropriate corrective actions based on the investigation results.

4. Appeals:
   o If dissatisfied with the resolution, the grievant may appeal within five business days.
   o The appeal process involves a review by a higher-level authority or committee.
   o Decisions made during the appeal process are final.
5. Confidentiality and Non-Retaliation:
   o All parties involved must maintain confidentiality during the grievance process.
   o Retaliation against the grievant or any participant is strictly prohibited.
6. Timelines:
   o LCC will adhere to reasonable timelines for each step of the process.
   o Extensions may be granted under exceptional circumstances.
7. Record Keeping:
   o LCC will maintain records of grievances, investigations, and resolutions at its central office at 625 North 9th Avenue, Pensacola, FL 32501.

Commitment
Lighthouse Christian College is committed to fostering a respectful and supportive work environment. We encourage open communication and fair treatment for all faculty and staff members.

PERSONNEL PROCEDURES, ADMINISTRATIVE POLICIES, AND PROCEDURES

Every employee at Lighthouse Christian College has a personnel file that is kept up to date. The file includes the employee's job application, resume, training records, documentation of performance reviews and pay raises, and other relevant documents.

Personnel files are the property of Lighthouse Christian College, and access to the information they contain is restricted. Generally, only LCC supervisors and management personnel who have a legitimate reason to review information in a file are allowed to do so.

Employees should get in touch with Human Resources if they would like to examine their own file. Employees may review their own personnel files in front of the HR office, with a reasonable amount of notice.

PROBATIONARY PERIOD

The introductory period is intended to allow new employees to demonstrate their ability to achieve a satisfactory level of performance and to determine whether the new position meets their expectations. LCC uses this period to evaluate employee capabilities, work habits, and overall performance. The employee or LCC may end the employment relationship during or after the introductory period, with or without cause or advance notice. All newly rehired employees are placed on an introductory work basis for the first 90 days after their hire date. Any absence of 5 days or more (within this introductory period) may extend the introductory period by the length of the absence or terminate employment. Upon satisfactory completion of the introductory period, employees enter the "regular" employment classification.

EMPLOYMENT APPLICATIONS
Accurate information on the job application and other data presented during the hiring and employment processes is essential to Lighthouse Christian College operations. LCC reserves the right to terminate an applicant's employment or to exclude them from future consideration for employment if they have made any misrepresentations, falsifications, or material omissions in any of the information or data provided.

EMPLOYMENT AT WILL

Florida is an employment-at-will jurisdiction. This means that, as a general rule, either the employer or the employee may end their employment relationship at any time for any reason or for no reason at all. Exceptions to this rule exist when an applicable law or an agreement states otherwise.

RESIGNATION

A faculty member shall indicate his/her decision to resign by writing a two-week notice letter to their manager, with copies to the appropriate department chairperson. The manager shall acknowledge the employee's letter of resignation within a reasonable time and send copies of the acknowledgment to the department chairperson and human resources for the personnel file.

PROMOTION AND TENURE

The President is responsible for developing and awarding Tenure. At present, no tenure opportunities are available.

PERFORMANCE EVALUATIONS

Performance appraisals document job performance and completion of probationary periods (periodic performance appraisals). It should be noted that a performance evaluation does not necessarily mean a salary adjustment. All employees must be recognized for good performance and receive appropriate suggestions for improvement when necessary. Consistent with this goal, the supervisor will observe, document, and evaluate the members' performance, conduct, and attendance on an ongoing basis. The member may also receive periodic written evaluations.

Annual performance appraisals shall be conducted on all Faculty/Staff members who have been employed full-time for three (3) months as of June 30th each year.

If a member is transferred to a new position, he/she will receive a periodic evaluation after the member has been in the new job for three months, but this may also occur more frequently if the supervisor or department head feels it is necessary. The releasing supervisor will provide a complete performance appraisal. This appraisal will be averaged with the new position if the employee meets requirements for an annual assessment. All written performance reviews will be based on the employee's overall performance in relation to the job responsibilities and will also consider conduct, demeanor, attendance record, and punctuality.

When a supervisor is aware of a problem concerning a subordinate member's job performance, conduct, attendance or other issues, it is the supervisor's responsibility to counsel the employee regarding the problem(s) privately, advising the employee of the standards that must be met, setting time limits in which to meet them if necessary, and the consequences for not meeting them. Any member who refuses to, or otherwise does not, perform the duties of his or her assigned position, in a manner acceptable to the college, is subject to disciplinary action, including termination. This applies to faculty/staff's conduct and attendance as well.

When a supervisor completes an employee evaluation, the employee is asked to sign the form. This is to assure the Chairman of the Board that the employee has been counseled, informed of the evaluation's contents, and received a copy. The employee's signature is in no way an indication of approval or disapproval of the evaluation's contents.

Supervisors and employees are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. A formal written performance evaluation will be conducted at the end of an employee's initial hire period, known as the probationary period. Additional formal annual performance evaluations are conducted to allow supervisors and employees to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals. All administrators and staff evaluations are completed by their direct supervisor, utilizing the performance evaluation form for each job and its respective description. The students and the Dean of Academic Affairs will do faculty evaluations.

Periodically, the Chairman of the Board will undertake specific, targeted instruction in matters regarding equal employment. All training should be documented, and the original should be forwarded to the DAR's office. All faculty and staff members should take advantage of outside training opportunities. The college can supplement job-related training opportunities if they are job-related and approved by the Board.

Administrative Staff Evaluation Rubric

Performance Area	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)	Score
1. Job Knowledge	Expert-level: anticipates needs and shares knowledge	Understands all duties and procedures	Limited knowledge or training gaps	Lacks job knowledge	
2. Quality of Work	Highly accurate, timely, and thorough	Consistently reliable and meets standards	Occasionally misses details or deadlines	Work frequently contains errors	
3. Communication	Communicates clearly, promptly, and respectfully	Communicates effectively with team and stakeholders	Inconsistent or unclear communication	Poor, unprofessional, or delayed communication	
4. Initiative & Problem Solving	Proactively addresses issues and offers improvements	Responds effectively to problems	Needs prompting to address issues	Avoids responsibility or resists solutions	
5. Teamwork & Collaboration	Actively supports others; builds unity	Cooperates and works well with a team	Occasionally resistant to collaboration	Frequently uncooperative or negative	
6. Dependability & Timeliness	Exceeds deadlines, never misses tasks	Dependable and meets deadlines	Occasionally misses deadlines	Frequently unreliable	
7. Alignment with Mission	Clearly models Christian values in work ethic and conduct	Demonstrates respect for mission and values	Inconsistently reflects Christian principles	Disregards or contradicts institutional values	

Total Score: _____ / 28
Overall Rating:
☐ Exceeds Expectations (25–28) ☐ Meets Expectations (20–24) ☐ Needs Improvement (15–19) ☐ Unsatisfactory (Below 15)

Comments from Supervisor:
- Strengths: _____
- Areas for Improvement: _____
- Suggested Training/Support: _____

Purpose:

A robust and systematic faculty evaluation process shall be implemented to ensure academic excellence, continuous improvement, and alignment with Lighthouse Christian College's mission. This process is designed to assess faculty effectiveness in teaching, student engagement, and professional responsibilities and provide structured opportunities for reflection and improvement.

Procedure Overview of Faculty Evaluation

See Appendices for the full faculty evaluation process.

Brief Overview of the Process

1. Assess and promote excellence in the teaching and learning process.
2. Meet the educational needs of students and the community by continually monitoring instructional performance.
3. Provide a constructive framework for evaluating faculty performance by identifying areas of strength and areas for improvement in instruction.
4. Provide a basis for professional growth and development.
   - ✓ Assess faculty performance in alignment with institutional goals, faith-based mission, and academic standards.
   - ✓ Promote instructional effectiveness and continuous professional development.
   - ✓ Provide meaningful feedback to faculty through transparent and collaborative review processes.
   - ✓ Inform decisions about contract renewal, promotion, and professional development planning.

Evaluation Tools

Student Evaluation: Administered through Populi at the end of each term. Focus on instructional clarity, engagement, responsiveness, course organization, and Christian worldview integration. Aggregated and anonymized results are shared with faculty and academic leadership.

Faculty Evaluation Rubric: Standardized tool rating performance across course design, student engagement, communication, assessment practices, and faith integration.

Self-Evaluation Template: A guided reflection tool that encourages faculty to assess their own performance and set development goals.

Supervisor's Evaluation: All evaluations must be assessed against job descriptions in the Faculty and Staff Manual. All faculty must complete a Self-Evaluation Form before being evaluated by their supervisor.

Professional Development Plan (PDP): Used to track goals, workshops, training, and continuous learning initiatives.

EMPLOYEE LEAVE POLICY

According to LCC, an employee's "immediate family" includes their spouse, parents, children, child's spouse, siblings, and/or his/her spouse's parents, grandparents, and grandchildren, and the spouse of grandchildren.

ABSENT FROM DUTY
Faculty and staff must be present as scheduled to do their jobs effectively. For this reason, all faculty members are expected to attend all classes, meetings, and other officially scheduled events on time and regularly. Official explanations for time off from work include participation in extracurricular activities as a college representative, attending conferences as authorized, or taking any of the other leaves specified in this guide. Failure to perform duties not covered by excused absences may break contractual obligations, and a corresponding loss of pay may arise.

STUDY AND RESEARCH LEAVE
A faculty member may be granted a leave of absence to pursue advanced studies or conduct research related to current or anticipated service to the College. The President and Administration have sole discretion in approving research leave.

MILITARY LEAVE
A faculty member who provides proof of their orders to serve in the National Guard, Armed Forces Reserves, or on active military duty may be granted military leave, up to 15 days without losing pay. Benefits such as vacation, sick leave, and holidays will still accrue while on military leave.

SICK LEAVE
If an illness or injury prevents an employee from reporting to work, they should, if possible, notify their direct supervisor before the start of their scheduled workday. Each extra day of absence must also be communicated to the direct supervisor. If an employee misses three or more days in a row due to illness or injury, a medical statement confirming the disability's start and anticipated end dates should be given to his/her supervisor. Before returning to work from an extended sick leave absence, an employee must provide a physician's verification that he or she may safely return to work.

VACATION TIME

Vacation time off with pay is available to eligible 12-month employees only. Paid vacation time can be used in increments of a half day, 4 hours, or a full day, 8 hours. To take annual leave, employees should request advance approval from their supervisor. Requests will be reviewed based on several factors, including business needs and staffing requirements. Vacation leave is paid at the employee's base pay rate at the time of the leave request. It does not include overtime or any special forms of compensation such as bonuses. Vacation time is granted according to the following accrual schedule based on years of service:

Years of Service	Monthly Accrual
0 up to 5 Years	full-time employee 1 day or 8 hours (12 days or 96 hours per year)
5 up to 10 Years	full-time employee 1.333 days or 10.664 hours (16 days or 128 hours per year)
10+ years	full-time employee 1.666 days or 13.328 hours (20 days or 160 hours per year)

Accrual Example

An employee who works 4 hours per day or 20 hours per week and has 3 years of service, accrues 4 hours per month. Unused vacation time is not cumulative and will not carry over each year. It will not be paid to employees upon termination of employment, and it may not be used to extend time before termination of employment. Vacation time accrual starts in the first month of employment; however, employees are not eligible to use vacation time until after completing their 90-day probationary period.

HOLIDAYS
• New Year's Day (January 1)
• Martin Luther King, Jr. Day (third Monday in January)
• Good Friday (Friday before Easter)
• Memorial Day (last Monday in May)
• Independence Day (July 4)
• Labor Day (first Monday in September)
• Thanksgiving Day (fourth Thursday in November)
• Day after Thanksgiving
• Christmas Break *
• Christmas Eve (December 24)
• Christmas Day (December 25)
• New Year's Eve (December 31)
*Subject to the needs of the institution.

A recognized holiday that falls on a Saturday will be observed on the following Friday, and a recognized holiday that falls on a Sunday will be observed on the following Monday.

BEREAVEMENT LEAVE

Employees should notify their supervisor immediately if they need time off due to the death of a close relative. Bereavement leave will be approved if there are no extraordinary operating requirements. Furthermore, in cases where written requests for bereavement leave are received from people who do not fit the definition of immediate family but who nevertheless fulfill the role—for example, an aunt who acts as a mother to an employee or a foster child —the supervisor may, at their discretion, make an exception.

MEDICAL LEAVE

To help eligible employees who are momentarily unable to work because of a serious illness or disability, LCC offers medical leaves of absence without pay. For this policy, a health care provider's ongoing treatment, inpatient care in a hospital, hospice, or residential medical care facility, and temporary disabilities resulting from pregnancy, childbirth, or related medical conditions are all considered serious health conditions or disabilities.

When foreseeable events occur, eligible employees should request medical leave from their supervisors at least 30 days in advance. For unforeseen events, they should do so as soon as possible.

It is necessary to submit a statement from a health care provider attesting to the necessity of medical leave and its anticipated start and end dates. Any updates to this data should be sent to LCC right away. Employees returning from medical leave must present a certification from their physician attesting to their fitness to resume work.

Eligible employees typically receive leave for the duration of the disability, up to a maximum of 12 weeks per 12-month period. This maximum includes the combination of family leave and medical leave.

So that an employee's return to work can be scheduled appropriately, an employee on medical leave is requested to provide LCC with at least two weeks' advance notice of the date the employee intends to return to work. When a medical leave ends, the employee will be reinstated to the same position, if available, or to an equivalent position for which the employee is qualified.

If an employee fails to report to work promptly after the medical leave, LCC will assume that the employee has resigned.

FAMILY LEAVE

For eligible employees who need time off to attend to family obligations related to childbirth, adoption, or foster child placement, or who need to care for a child, spouse, or parent with a serious health condition, Lighthouse offers unpaid family leaves of absence. An illness, injury, handicap, or physical or mental condition requiring inpatient care in a hospital, hospice, or residential medical care facility, as well as ongoing treatment by a health care provider, is classified as a serious health condition.

An employee who meets the eligibility requirements may only ask for family leave after completing twelve months of employment. When foreseeable events occur, eligible employees should request family leave from their supervisors at least thirty days in advance; for unpredictable events, they should do so as soon as possible.

When an employee requests family leave for a serious illness of a child, spouse, or parent, they might also need to provide a statement from their healthcare provider attesting to the need for the leave, its start and end dates, and the approximate amount of time needed.

Within 12 months, eligible employees may request a maximum of 12 weeks of family leave. This is the maximum that this combination of medical leave and family leave cannot go over. A written request for a single extension of no more than 30 calendar days will be considered if the first period of absence proves insufficient. Before taking unpaid family leave, employees must use any accrued paid leave time. To care for a

parent with a serious health condition or to give birth, adopt, or place a foster child, married employee couples may only be allowed a total of 12 weeks of leave in any combination over 12 months.

Benefit accruals, such as vacation, sick leave, or holiday benefits, will be suspended during leave and resume upon return to active employment.

So that an employee's return to work can be scheduled appropriately, an employee on family leave is requested to provide Lighthouse Christian College with at least two weeks' advance notice of the date the employee intends to return to work. When a family leave ends, the employee will be reinstated to the same position if it is available or to an equivalent position for which the employee is qualified.

If an employee fails to report to work promptly at the end of the approved leave period, Lighthouse Christian College will assume that the employee has resigned.

PREGNANCY-RELATED ABSENCES
Any employee who requests an excused absence due to pregnancy-related medical disabilities won't face discrimination from Lighthouse Christian College. The provisions of the family leave policy described in this handbook, as well as any applicable federal and state laws, will be considered when evaluating such leave requests.

The same considerations as other requests for unpaid family leave will apply to requests for time off related to pregnancy and/or childbirth, such as bonding and childcare, that are not related to medical disabilities for those conditions.

DAILY WORK POLICIES AND PRACTICES

PURCHASING PROCEDURES
All matters affecting purchasing shall be processed through the Business Office. Requests for Academic purchases shall be filed on a purchase order form obtainable from the Business Office, and the request shall have the approval of the department chairperson and the president.

OBTAINING SUPPLIES
Filling out a requisition form obtained from the Business Office shall make all requests for supplies.

PRINTING AND DUPLICATING SERVICE
Duplicating services for records, instructional materials, etcetera, are available in the Admissions office.

USE OF OFFICE TELEPHONES
Employees should always use the approved greeting to ensure effective telephone communications and speak courteously and professionally. Please confirm information received from the caller and hang up only after the caller has done so.

SMOKING
In keeping with Lighthouse Christian College's intent to provide a safe and healthy work environment, smoking is prohibited throughout the workplace. This policy applies equally to all employees, students, and visitors.

REST AND MEAL PERIODS

Full-time employees are provided with two 15-minute rest periods each workday. To the extent possible, rest periods will be provided in the middle of work periods. Since this time is counted and paid as time worked, employees must not be absent from their workstations beyond the allotted rest period time.

All full-time support employees are provided with one meal period each workday. During meal periods, employees are relieved of all responsibilities and will not be compensated for that time.

ACADEMIC FREEDOM

Lighthouse Christian College seeks to be a marketplace of ideas, experiments, and growth experiences. It is dedicated to cultivating in each individual an awareness of the physical world, a perception of history, an awareness of culture, spiritual maturity, a Godly conscience, and an interest in the worth of ideas regardless of their immediate benefit.

Our college is responsible throughout its curriculum to raise questions of truth, value, meaning, and morality, not escaping easily into a false objectivity or sterile detachment. The college maintains a Christian perspective, but does not wish to be guilty of an unexamined religious conformity. It lives in an atmosphere of free inquiry, even while it affirms that all knowledge is understood most fully in the light of God's redemptive activity in Jesus Christ. Its goal is to approach wisdom through a comprehensive study of human knowledge, experience, and potential in the light of Biblical revelation. It assumes that Christian belief, rather than being an imposed restraint on the academic process, can and should be an enrichment of it and the basis for an integrated worldview.

All faculty members are entitled to the privileges and obligated by the responsibilities of academic freedom. The privileges are: (1) a faculty member is free in the classroom to discuss openly and fully all issues which are within the member's area of academic competence and are relevant to the subject of the class; and (2) a faculty member is free to conduct research and then publish the results, subject to the time constraints of assigned institutional duties.

The responsibilities are: (1) a faculty member, when speaking or publishing inside or outside the classroom, should at all times seek accuracy of statement, exercise appropriate restraint, show respect for the opinions of others and make clear that he/she, particularly outside the classroom, is not acting as a spokesperson for the college; and (2) a faculty member is to exercise academic freedom with integrity, discipline, responsibility, and in the context of the assumptions of this policy statement and the mission of Lighthouse Christian College.

FACULTY RIGHTS POLICY

Approved: August 6, 2025
Review Cycle: Biennial

Purpose

The Faculty Rights Policy outlines the rights and privileges afforded to faculty members at Lighthouse Christian College. As a Christian institution of higher learning, we affirm the dignity, academic freedom, and professional responsibilities of our faculty in alignment with our mission to integrate faith and learning.

Right to Academic Freedom

Faculty have the right to academic freedom in the classroom and in scholarly pursuits. This includes:

- Freedom to teach and discuss subject matter in accordance with their expertise and curriculum guidelines.

- Freedom to pursue research, publish findings, and engage in intellectual inquiry, provided such activities align with the mission and values of Lighthouse Christian College.

- Freedom to express personal convictions, provided such expression does not misrepresent the institution's doctrinal stance or hinder its operations.

Note: Academic freedom exists within the context of the college's Statement of Faith and Christian worldview framework.

Right to Due Process

Faculty have the right to fair and transparent procedures in matters concerning:

- Hiring, contract renewal, or dismissal.

- Faculty evaluations, promotions, or disciplinary action.

- Grievances or disputes, with access to an appeals process overseen by the Faculty Affairs Committee.

Right to Professional Development

Faculty are entitled to:

- Opportunities for continuing education, professional growth, and spiritual formation.

- Access to faculty development resources and institutional support (e.g., conferences, training, and online teaching tools).

- Encouragement and support in advancing both scholarly and faith-integrated teaching.

Right to Safe and Respectful Work Environment

Faculty have the right to:

- A work environment free from discrimination, harassment, retaliation, or intimidation.

- Respectful treatment by students, staff, administrators, and peers.

- Confidentiality in personnel matters, consistent with legal and institutional policies.

Right to Shared Governance

Faculty may participate in the decision-making processes of the institution through:

- Voting membership in faculty committees.

- Advising on curriculum development, academic standards, and institutional planning.

- Opportunities to make recommendations through faculty meetings and shared governance structures.

Right to Faith Expression and Conscience

As a faith-based institution, faculty members have the right to:

- Freely practice and express their Christian faith within their academic and professional responsibilities.

- Seek guidance or accommodation if institutional expectations ever conflict with personal theological convictions, provided such requests do not hinder the college's doctrinal mission.

Right to Intellectual Property

Faculty retain rights to original academic and creative work produced independently of institutional contracts unless otherwise specified by policy or agreement.

Right to Clear Expectations

Faculty have the right to:

- Clear and consistent communication of job expectations, course assignments, evaluation criteria, and institutional policies.

- Timely notice of policy changes, procedural updates, or curriculum revisions.

Enforcement and Review

This policy is administered by the Office of Academic Affairs. Concerns or violations may be reported to the Chief Academic Officer or Faculty Affairs Committee. The policy shall be reviewed every two years or as needed.

TEACHING RESPONSIBILITIES

The instructor will **frequently** interact with each student throughout the semester to support their learning. They will hold group Zoom meetings, provide direct instruction related to the course learning objectives, respond to questions, grade and provide **substantive** feedback on submitted coursework, post regular announcements, and engage in the course discussion areas regarding academic course content as appropriate.

Instructors must submit written assignments, including discussion forum posts, to two Artificial Intelligence Detection tools. Assignments that return results with over 35% '*AI-generated*' or '*AI-generated and AI-refined*' should be returned to the student to be rewritten. Students have one week to resubmit the corrected assignment. If the student does not resubmit within 7 days of the return, the instructor should issue a zero for that assignment. Only Assignments that return results of 65% or higher "Human Written" should be accepted. Submit all written assignments to **both** https://www.scribbr.com/ai-detector **and** https://phrasly.ai/ai-detector.

A faculty member is expected to adhere to all written Lighthouse Christian College policies and regulations and those of the Board of Trustees.

DISTANCE EDUCATION -- ONLINE (Asynchronous)

Courses where instructors and students do not meet in the same space – regardless of mode of instruction, courses should be consistent in terms of quality, assessment, learning outcomes, requirements, etc., as courses offered face-to-face. Faculty must demonstrate active academic engagement through interactive methods, including but not limited to interactive tutorials, group discussions, virtual study/project groups, discussion boards, chat rooms, etc. Simply logging on, either by faculty or students, does not constitute active student learning.

Faculty and students must demonstrate frequent, substantive, active academic engagement through interactive methods, including but not limited to interactive tutorials, group discussions, virtual study project groups, course discussion boards, chat rooms, Zoom, etc.

Simply logging on to the student portal (POPULI) by faculty or students does not constitute attendance or active student learning.

STUDENT ATTENDANCE

Instructors are required to monitor attendance and keep accurate records. The names of students who miss three consecutive weekly assignments will be reported to the CAO. When a student has missed three weeks of the course, the instructor should assign the student an FN failure non-attendance grade and report this to the Registrar.

To comply with College policies, online attendance is mandatory and measured by your online class presence or any submission of a required assignment within the enrollment dates of the course (such as examinations, written papers or projects, any discussion posts, etc.) or initiating any communication with one's professor regarding an academic subject.

Students are required to log into their online courses three (3) times weekly and spend 12 hours in each class. If not, they may not meet the required mandatory attendance policy and risk the possibility of not receiving a passing grade, which will require them to retake the course.

Students who do not attend within the first week (7 days) of a semester by submitting a required academic assignment (such as an exam, written paper or project, discussion post, or other academic activity) will be dropped from the course. Students who wish to re-engage in the course are encouraged to contact Academic Advising to discuss their enrollment options.

Students who begin an online course but cease attending at some point in the semester -- not logging into class for two (2) weeks or missing due dates of consecutive assignments for three (3) weeks and do not provide official notification to withdraw will be assigned a grade of "FN" (Failure for Non-Attendance).

Textbook Selection and Approval Procedures Policy
Required textbooks have been selected before program approval. If, for some reason, an instructor needs to deviate from the approved list or supplement, the following process should be implemented:

Role	Responsibility
Faculty	Select and propose textbooks, and disclose conflicts.
Department Chair	Review and approve selections, ensure compliance.

Curriculum Committee	Review selections as needed, especially in cases of conflict of interest.
Registrar	Coordinate textbook availability and student access.

Tests and Examinations

Each instructor is responsible for providing an appropriate and valid student evaluation program in their courses. A carefully worked-out examination procedure, suited to the objectives and practices of the course and coordinated with written and other assignments, should be developed and described clearly in the syllabus. The instructor should use the time allotted during final examination week for activities appropriate to the end of the term.

Grading Practices and Standards

Faculty members have the authority to assign grades. The identity and meaning of grades are listed below. Grades earned based on a student's performance shall be based on a significant portion of the student's work throughout the term in question.

The following are the grades and their meanings:

Grade, Numeric Standard, Quality Points

Grade	Numeric Standard	Quality Points
A	93–100	4.0
A-	90–92	3.7
B+	87–89	3.3
B	83–86	3.0
B-	80–82	2.7
C+	77–79	2.3
C	73–76	2.0
C-	70–72	1.7
D+	67–69	1.3
D	60–66	1.0
F	0–59	0.0

FN Student stops attending classes before the withdrawal deadline, yet fails to withdraw officially. This is calculated as a grade of "F" in the GPA.
WF Course withdrawal after the specified term deadline. This is calculated as a grade of "F" in the GPA.
W Course withdrawal within the specified term deadline. This is not calculated in the GPA.
I Incomplete. This is not calculated in the GPA.
P / NC Pass or No Credit. This is not calculated in the GPA.

The grade of "I" (Incomplete) is given only by written agreement of the instructor and student. If given, the student must contact the instructor and submit work or take examinations appropriate to remove the Incomplete. The instructor must then submit a change of grade form from an Incomplete to a regular letter grade to the Registrar's Office, not later than 30 days after the semester end date. Otherwise, the grade of Incomplete automatically becomes a grade of "F." If meeting this deadline is impossible because of circumstances beyond the control of the instructor or the student, the instructor should contact the respective school dean to request an extension.

The academic calendar is distributed at the beginning of the school year and should be checked for mid-semester and final grade due dates. Final grades must be entered into Populi for every course seven days after the semester ends.

Changes of grade are filed on final grades only. Forms for changing a grade are available in the Office of the Registrar. If a letter grade is to be changed, it must have the approval of the appropriate college dean. If an "I" grade is changed to a letter grade, the instructor files the form directly with the Office of the Registrar no later than 30 days after the semester end date. Midterm grades constitute an official indication to students of the quality of work as viewed by the instructor. The midterm grade need not relate in any specific manner to the final grade. Only the final grade is recorded on a student's permanent academic record. Grades are sent to students by the Registrar's Office.

Institutional Objectives:

The objectives that Lighthouse Christian College seeks.

1. **To impart to each student the understanding that God is the ultimate source of reality and that the only path to achieving one's academic and personal performance goals is to submit to God's revealed Will.**
   ✓ **Measurable Objective:**
   Students will demonstrate an understanding of the centrality of God's revealed Will in personal and academic life by incorporating biblical principles into decision-making and problem-solving in business-related assignments.
   Assessment Methods:
   Reflection essays where students identify how their faith impacts their academic or professional decisions.
   Case study evaluations where students explain how Christian principles influence ethical decision-making.
   IO 1: Spiritual Foundation -- SMART Goal: By the end of the second semester, 75% of students enrolled in the Christian Worldview II course will complete a reflective essay or an oral presentation, demonstrating their understanding of God's sovereignty in academic and personal growth, as assessed by a rubric with a minimum score of 70%.

2. **To impart the general education and foundational communication skills needed to cultivate a lifelong love of learning and intellectual curiosity.**
   ✓ **Measurable Objective:**
   Students will demonstrate the ability to communicate effectively in written and oral formats in business contexts, integrating Christian values of truth, integrity, and empathy.
   Assessment Methods:
   Written assignments (e.g., business reports, marketing plans, or ethical analysis) where students are required to incorporate Christian moral principles.
   Oral video presentations where students explain their ideas or decisions with clarity and integrity, grounded in a Christian worldview.
   IO 2: General Education, Lifelong Learning and Communication – SMART Goal: By the end of their first academic year, students will complete at least two writing-intensive general education courses with a grade of 70% or

higher, demonstrating foundational communication skills and a developing appreciation for intellectual inquiry.

3. **To provide undergraduate programs that prepare students for graduate study or marketplace employment.**
   - ✓ **Measurable Objective:**
   Students will apply core business functions (e.g., marketing, finance, operations, leadership, management) in a Christian context to develop practical solutions that serve business goals and the greater good.
   Assessment Methods:
   Projects or assignments that require students to create business solutions or strategic plans informed by business knowledge and Christian ethical principles.
   Internship evaluations or portfolio reviews, where students demonstrate how they applied Christian values in workplace settings.
   IO 3: Career and Graduate Readiness – SMART Goal: Within six months of graduation, at least 70% of graduates will either be employed in a field related to their major or enrolled in a graduate program, as reported in the annual alumni outcomes survey.

4. **To graduate students who, both orally and in writing, clearly convey their observations, experiences, and conclusions about their world while exercising careful, logical thought.**
   - ✓ **Measurable Objective:**
   Students will demonstrate the ability to effectively communicate their analysis and decisions in written and oral formats, integrating critical thinking and biblical principles of wisdom and justice.
   Assessment Methods:
   Analytical essays or research papers that require students to address real-world business problems, integrating Christian ethical principles into their solutions.
   Video presentations or Zoom debates on business ethics or leadership, demonstrating clarity of thought, logical reasoning, and application of biblical wisdom.
   IO 4: Clear and Logical Communication – SMART Goal: By the end of their junior year, 70% of students will complete a writing and presentation assignment that receives a minimum score of 70% on a rubric evaluating clarity, logic, and effective written and oral communication.

5. **To graduate students who demonstrate proficiency in their fields, morality in their interactions with others, and empathy for everyone, in line with a Christian education.**
   - ✓ **Measurable Objective:**
   Students will demonstrate proficiency in core business knowledge while interacting with others in ways that reflect Christian morality, such as honesty, fairness, empathy, and integrity.
   Assessment Methods:
   Group project evaluations assess students' teamwork, collaboration, and leadership skills, emphasizing empathy and fairness in interactions.
   Case studies in which students must resolve ethical dilemmas or leadership challenges, applying Christian values of morality and empathy.
   IO 5: Proficiency, Morality, and Empathy – SMART Goal: Each academic year, 75% of graduating seniors will earn a minimum of "proficient" on their final program evaluation rubric in three key areas: academic proficiency, moral decision-making, and empathy-based service-learning reflection.

6. **To impart the information and fundamental computer skills required to compete in the technological world.**
   - ✓ **Measurable Objective:**
   Students will demonstrate proficiency in essential business-related technological tools and software, applying them ethically in the context of Christian stewardship.
   Assessment Methods:
   Practical assessments where students must use business software (e.g., Excel, financial modeling tools, etc.) to

solve business problems.

Projects or simulations where students use technology to develop solutions for ethical business challenges reflect Christian stewardship and responsibility values.

IO 6: Technological Competency – SMART Goal: By the end of their second year, all students will pass a computer literacy assessment with a 70% or higher score after completing the required Introduction to Technology course, demonstrating competency in word processing, spreadsheets, online research, and digital communication.

7. **To allow underperforming students to make up for their academic limitations.**
✓ **Measurable Objective:**
Students who have underperformed academically will be provided opportunities to demonstrate mastery of course content through additional assignments, projects, or assessments that reinforce the application of Christian principles in business decision-making.

Assessment Methods:

Remediation assignments or projects focusing on areas where students previously struggled, with a focus on integrating ethical principles and applying them to real-world business situations.

Reassessment opportunities for students to demonstrate improvement in understanding and applying core concepts.

IO 7: Academic Support for Underperforming Students – SMART Goal: By the end of each academic term, 75% of students enrolled in academic support programs (e.g., tutoring, reassessment courses) will improve their GPA by at least 0.5 points within two consecutive terms, as tracked by the Office of Academic Support Services.

Institutional Objectives (IOs) Aligned with Program Objectives (PLOs)

IO 1: PLO 4: Apply ethical principles and social responsibility in business decision-making rooted in Christian values. PLO 7: Think critically and strategically in business decision-making, integrating biblical principles of wisdom and justice.

IO 2: PLO 3: Communicate effectively in both written and oral formats in business contexts, integrating Christian values. PLO 6: Lead and collaborate effectively within teams and organizational settings, exemplifying Christian leadership principles.

IO 3: PLO 1: Demonstrate knowledge of core business functions (e.g., marketing, finance, operations, leadership, management, etc.) through a Christian worldview. PLO 8: Develop entrepreneurial and innovative business solutions that serve society and reflect Christian values of service and stewardship.

IO 4: PLO 3: Communicate effectively in written and oral formats in business contexts, integrating Christian values. PLO 5: Evaluate the impact of business environments (global, economic, legal, cultural) on decision-making.

IO 5: PLO 4: Apply ethical principles and social responsibility in business decision-making rooted in Christian values. PLO 6: Lead and collaborate effectively within teams and organizational settings, exemplifying Christian leadership principles.

IO 6: PLO 2: Apply quantitative and analytical skills to solve business problems, emphasizing ethical decision-making and Christian stewardship. PLO 7: Think critically and strategically in business decision-making, integrating biblical principles of wisdom and justice.

IO 7: PLO 1: Demonstrate knowledge of core business functions (e.g., marketing, finance, operations, management, etc.) through a Christian worldview. PLO 8: Develop entrepreneurial and innovative business solutions that serve society and reflect Christian values of service and stewardship.

Program Objectives: Program Learning Outcomes (PLOs)

Upon completion of the business degree, graduates should be able to:

1. **Business Knowledge** – Demonstrate knowledge of core business functions (e.g., marketing, finance, leadership, management, operations, etc.) within a Christian worldview.
2. **Critical Thinking & Problem-Solving** – Analyze and solve complex business problems using qualitative and quantitative methods, guided by Christian principles.
   3. **Communication Skills** – Effectively communicate business information in oral and written formats, reflecting ethics and integrity.
   4. **Ethical Decision-Making** – Apply ethical reasoning and Christian values to business decision-making.
   5. **Global and Cultural Awareness** – Understand global business environments and cultural diversity, promoting compassion and respect.
   6. **Leadership and Teamwork** – Demonstrate leadership and teamwork in business settings, exemplifying servant leadership.
   7. **Technology and Data Analysis** – Utilize business technology and data analytics tools to support decision-making, ensuring ethical use aligned with Christian morals.
   8: **Entrepreneurial Skills** – develop innovative business solutions that serve society and reflect Christian values of service and stewardship.

Quantitative Approaches (updated 3/12/2025)

LCC quantitative assessment focuses on measurable data, providing objective and statistically reliable information.

1. Internal Quantitative Approaches

Surveys and Questionnaires: Purpose: Collect data on student learning experiences, course satisfaction, and perceived skill development.

Example: End-of-course surveys that ask students to rate their development in core areas, such as communication skills, ethical decision-making, and business knowledge.

Data Points: Ratings on a Likert scale (1-5 or 1-7 scale) such as: "Rate your understanding of ethical principles in business (1 = very poor, 5 = excellent)."

Grade Analysis and Course Performance: Purpose: Evaluate student performance across courses to measure their mastery of program objectives.

Example: Tracking student grades on assignments related to core PLOs (e.g., communication, ethical decision-making, critical thinking).

Data Points: Average scores, pass rates, course completion rates, and grade distributions across relevant courses (e.g., Finance, Marketing, Management, Leadership).

Rubrics and Performance Assessments: Purpose: Use rubrics to assess students' performance in assignments or projects that reflect program objectives.

Example: Rubric-based assessment for an ethical case study project, where students are rated on their ability to apply Christian values in decision-making.

Data Points: Numeric scores assigned for various components of the rubric (e.g., "Application of Biblical Principles" might be rated on a 4-point scale from "Needs Improvement" to "Exceeds Expectations").

2. External Quantitative Approaches

National or Regional Accreditation Report Results: Purpose: Use data from accreditation bodies to assess program quality and effectiveness against broader standards.

Example: Examining external evaluations from accrediting organizations (e.g., TRACS) that include quantitative assessments of student learning, curriculum effectiveness, and institutional alignment with standards.
Data Points: Accreditation reports that include quantitative metrics such as graduation rates, retention rates, and benchmark comparisons with peer institutions.

Standardized Tests or Benchmarks: Purpose: Use national or industry-standard exams to evaluate student competency in business subjects.
Example: Administering business-related exams such as the Graduate Management Admission Test (GMAT) or other field-specific certifications.
Data Points: Test scores and performance comparisons to industry standards or peer institutions.

Alumni Employment Surveys: Purpose: Track employment outcomes to assess the program's success in preparing students for the marketplace.
Example: Surveys sent to graduates after 6 months or 1 year to determine job placement, salary, job satisfaction, and whether their education prepared them for their role.
Data Points: Percentage of graduates employed in relevant fields, starting salary data, and employment rates compared to national averages.

Qualitative Approaches (updated 03/12/2025)

Qualitative assessment gathers rich, descriptive data that provides deeper insights into student learning, engagement, and overall program effectiveness.

1. Internal Qualitative Approaches

Focus Groups: These groups aim to gather in-depth feedback from current students, faculty, or alumni on the program's strengths and weaknesses.
Example: Conducting focus groups with students at different stages of the program to understand their experiences in applying Christian principles in business courses or their perception of course effectiveness.
Data Points: Transcribed conversations, themes related to ethical decision-making, integration of Christian values, and areas for improvement.

Course and Program Evaluations: Purpose: Collect qualitative data on how well courses and the overall program are perceived by students in terms of content, pedagogy, and their alignment with program objectives.
Example: Open-ended questions on course evaluations, such as "How did the course content help you integrate your Christian faith with your business decision-making?" or "What aspects of this program helped you develop your leadership and teamwork skills?"
Data Points: Written feedback on specific course elements (e.g., ethics discussions, leadership practices) that inform continuous improvement.

Student Reflection Papers: Purpose: Encourage students to reflect on how the program's values, particularly Christian ethics, have shaped their thinking and professional goals.
Example: A final reflection paper where students articulate how they applied Christian values to solve business problems.
Data Points: Thematic analysis of students' reflections on growth in ethical thinking, leadership development, and integration of faith with business practices.

2. External Qualitative Approaches

Employer Feedback: Purpose: Gather insights from employers who hire graduates to assess students' preparedness regarding core business competencies and ethical conduct.
Example: Interviews or surveys with employers about the program's effectiveness in preparing students for real-

world business environments and ethical decision-making.
Data Points: Qualitative data on the strengths and weaknesses of graduates from employers' perspectives, particularly in their ability to apply Christian principles in a business context.

Alumni Feedback through Interviews or Surveys: Purpose: To gain insights from alumni regarding the program's long-term impact on their professional development and its effectiveness in preparing them for career challenges.
Example: Conducting in-depth interviews with alumni to understand how the program helped them integrate Christian values into their careers and business practices.
Data Points: Testimonials and narratives on the effectiveness of program objectives like leadership development, ethical decision-making, and integration of faith in professional life.

Using Both Quantitative and Qualitative Data (updated 03/12/2025)

A practical assessment should combine quantitative and qualitative approaches to comprehensively assess the program's success. Here's how both types of data can complement each other:
Quantitative data (e.g., test scores, graduation rates, employment outcomes) provide measurable evidence of program effectiveness, ensuring students meet core competencies.
Qualitative data (e.g., reflections, employer feedback, and case studies) offers a deeper understanding of how well students integrate Christian values into their business practice, perceptions of their education, and personal growth.

Combining Internal and External Data

Internal data (e.g., course evaluations, performance metrics, and rubrics) provides insight into how students meet program objectives in real time within the institution.
External data (e.g., alum surveys, employer feedback, industry benchmarks) offers a perspective on how well the program prepares students for the external world and how its objectives translate to real-world success.

SUMMARY

Using quantitative (measurable) and qualitative (descriptive) approaches, Lighthouse can assess the effectiveness of our programs and learning outcomes. These methods allow continuous improvement based on objective data and rich, in-depth insights. The combination of internal (within the institution) and external (from employers, alumni, and accrediting bodies) feedback ensures the program is aligned with academic and professional expectations, including integrating Christian values in business education.

Policy on Academic Integrity

Lighthouse Christian College seeks to support and promote qualities of academic honesty and personal integrity and regards cheating, plagiarism, and all other forms of academic dishonesty as serious offenses against the academic community. Such offenses will be dealt with in an appropriate manner.

Cheating or academic dishonesty is defined as the deception of others about one's own work or about the work of another. Examples of cheating include, but are not limited to:

1. Submitting another's work as one's own or allowing another to submit one's work as though it were his or hers.
2. Failure to properly acknowledge authorities quoted, cited, or consulted in the preparation of written work (plagiarism).
3. The use of any resources during an examination without permission of the instructor.
4. The getting or giving of unauthorized help on assignments.
5. Tampering with experimental data to obtain a "desired" result or creating results for experiments not done.
6. Tampering with or destroying the academic work of others.
7. Submitting substantial portions of the same academic work for credit or honors more than once without the permission of the present instructor.
8. Lying about these or other academic matters.

Students who are guilty of such academic violations can expect to be penalized. An instructor whose definition of cheating may differ from that stated above has the responsibility and obligation to inform the student, in writing, at the beginning of the course. Those instructors who fail to do so have no basis for disciplinary action in instances of purported student dishonesty outside of the above provisions.

The course instructor shall have the authority to deal with instances of academic dishonesty within the framework of the following guidelines.

1. Faculty members should report acts of academic dishonesty to the Office of the Provost. Following two reports against a particular student, action may be initiated, which could include suspension and may lead to dismissal of the student from the college.
2. The maximum assessable penalty for a first offense shall not exceed the original value of the assignment, with no option to make up the work in question.
3. Alternate courses of action may include, but are not limited to, the following:
    a. Work may be redone for full or partial credit.
    b. Alternate assignments may be given for full or partial credit.
    c. Work may not be redone, and no credit will be given for that assignment.

The student has the right to appeal actions under this policy through the regular channels as established by the grade appeal process. Grounds for appeal are: 1. insufficient evidence of dishonesty; 2. penalties assessed in excess of those allowed under the above guidelines. In all instances of academic dishonesty, instructors are urged to counsel offenders and, if necessary, refer them to the provost for more extensive conversations.

Public Information and the Media

Only Enrollment and Communication Department representatives are approved to speak with the media or coordinate media coverage on behalf of the college, its programs, and its activities. Faculty, staff, and other employees should direct any media inquiries to the Enrollment and Communications Department for follow-up. If a faculty or staff member wants to write letters to the editor or otherwise engage in editorial discussions with the media, he or she should do so individually and not use institutional letterhead, email, or other tools that may connect his or her opinions to LCC.

ADVERTISEMENT

All advertising should be coordinated with the Director of Admissions and Records (DAR) and approved by the Chief Executive Officer (CEO).

FORMS OF ADVERTISEMENTS

This includes all forms of paid and free advertising, including print (newspaper, magazine, etc.), broadcast (radio and television), web, billboards, direct mail, movie theatre screens, and signage. No advertising commitment should be made without consulting with the CEO, who is responsible for ensuring that consistent college design and copy standards are met.

ADVERTISING BY OUTSIDE AGENCIES

Any and all proposed uses of the Lighthouse name/or logo in advertising by outside agencies/companies should be coordinated with the CEO.

PROMOTIONAL ITEMS

The CEO should approve items such as hats, shirts, badges, coffee mugs, etc. The CEO must also approve items to be sold.

EXCLUSIONS
NONE.

Family Educational Rights & Privacy Act (FERPA)

The Family Educational Rights & Privacy Act (FERPA) is a 1974 federal law designed to protect students' privacy. FERPA protects students' education records by setting forth strict limitations governing the release of information about students. Although FERPA contains exceptions for the release of "directory information" without a student's prior written consent, students have the right to request that even such directory information not be disclosed.

In very general terms, then, FERPA gives students the rights to:
1. Control the disclosure of their "education records" to others; and
2. Inspect and review their own "education records"; and
3. Challenge the content of their "education records."

FERPA rights belong to the student, not to the student's parents or legal guardians, regardless of the student's age when attending any educational institution beyond high school. The term "education records" includes almost all information we maintain about our students, including course schedules, grade reports, student financial aid, academic information, and disciplinary records.

Medical information is also protected by federal and state law and cannot be obtained without the student's express written consent.

Talking to Parents and Others

A student's academic performance is considered part of his/her education record, and discussing the student's performance with anyone other than the student or another school official with a "legitimate educational interest" violates FERPA. At Lighthouse Christian College, a faculty or staff member is deemed to have a "legitimate educational interest" if the person needs to review the record to fulfill his or her responsibilities.

Do not discuss a student's academic performance, grades, or other information from a student's education record with anyone (including spouses) other than the student or a school official with a "legitimate educational interest" without verifying the student's FERPA release status with the Office of the Registrar.

Letters of Recommendation

Letters of recommendation that contain information from the student's education record, such as course grades, grade point average, or student employment information, require the student's written consent. When you receive a request for a letter of recommendation from the student, you should have the student sign the FERPA Recommendation Release. Here is a sample permission you can send to the student:

I give permission for Professor Jones to write a letter of recommendation to:
XYZ Corporation
2344 Willow Lane
City, State zip

Professor Jones has my permission to include my grades, GPA, and class rank in this letter. I [waive/do not waive] my right to review a copy of this letter at any time in the future.

Signature,
Printed Name
Date

FACULTY ORGANIZATION

The Dean of Academic Affairs is currently the Lighthouse's VP Chief Academic Officer, overseeing the academic staff and faculty. Division and department chairpersons assess the instructional programs offered in their area. This involves reports, meetings, teaching and retaining students, curriculum advisory, and committee service.

Faculty members report to the relevant chairperson of their department or division. In addition to teaching, they also provide counsel and advise students and offer community service. They assist their academic divisions, attend faculty meetings, and serve on faculty committees.

Program Directors overseeing academic projects and/or programs report to the Dean of Academic Affairs. They are in charge of planning, arranging, carrying out, monitoring, and assessing the instructional activities connected to their programs.

PROFESSIONAL DEVELOPMENT

Instructors are required to complete eight (8) professional training hours each calendar year. If the training is related to their area of expertise, the instructor can pick his/her training course(s). Lighthouse will reimburse the instructor when he/she emails his/her training certificate and receipt to the department chair for approval. The chair will send the receipt to the business office, which will reimburse the instructor.

ACADEMIC ADVISEMENT

Giving students academic advice is one of the faculty members' responsibilities at Lighthouse. The faculty member should know their courses and General Education requirements to effectively interpret college policies and regulations to students. All faculty members will receive copies of the College's Catalog and student handbook.

FACULTY LOAD

The departmental average teaching load shall not exceed thirty hours per academic year. Faculty members teaching fifteen or more hours may be allowed to teach one overload class per semester. Acceptance of overload is at the faculty member's discretion.

OFFICE HOURS

Faculty Availability

Faculty members must dedicate a suitable amount of their professional time to fulfilling their obligations to students and their professional development. It is considered imperative that every faculty member be accessible to students during their regularly scheduled hours. Faculty members should maintain these office hours with the same diligence as they tend to online classes, and they should be widely publicized where students will see them. Faculty members will schedule these hours with the convenience of the students in mind.

FACULTY AND STAFF GROUNDS FOR DISMISSAL

Dismissal must be based upon reasonable cause related to either a serious lack of satisfactory performance or lack of fitness and suitability to continue in the professional capacity of a faculty member. Dismissal proceedings may be initiated for such reasons as:

(a) Academic dishonesty
(b) Incompetence in performing or meeting appropriate assigned duties.
(c) Consistent patterns of inactivity as a staff member or an instructor in assigned courses online.
(d) Deliberate and grave violation of the rights and freedom of fellow faculty members, administrators, or students.
(e) Willful obstruction or disruption or attempts to obstruct or disrupt the regular operation or functions of the college; or advising, procuring, or actively encouraging others to do so.

(f) Other improper conduct which is seriously injurious to the best interests of the college or its components.

TRACS COMPLIANT FILING

If a student, faculty or staff member matriculates through the adopted and approved grievance process, outlined in the Student Handbook, and/or Faculty and Staff handbook, and believes that the resolution reached remains unacceptable, that individual has the right to escalate said grievance by filing a complaint with a relevant and appropriate government agency outside of Lighthouse Christian College. One such agency is the Transnational Association of Christian Colleges and Schools (TRACS). TRACS can be contacted by mail at 15935 Forest Road, Forest, Virginia 24551: Telephone at (434)-525-9539; or info@tracs.org. The above process may be followed with any relevant and appropriate government agency.

COPYRIGHT COMPLIANCE POLICY

The Copyright Compliance Policy for the Library and Courses summarizes United States Copyright Law as it relates to using copyright-protected works in the class and library. This policy covers copyright issues, including, but not limited to, photocopying, traditional and online classrooms, print and electronic holdings, Interlibrary loans, and document deliveries. This policy is not intended to be a substitute for legal advice.

Specific rights are granted to students and faculty for their creative work. U.S. Copyright Act (Title 17, U.S. Code). Among the exclusive rights granted to "authors" are the rights to reproduce, distribute, publicly perform, and publicly display their works. These works may include books, magazines, journals, newsletters, maps, charts, photographs, and other printed and non-printed materials.

These rights provide copyright holders with control over the use of their creations and an ability to benefit monetarily and otherwise from the use of their works. Non-copyright holders, as determined by the law, must generally obtain copyright permission before using or reproducing that work. Exceptions in the Copyright Act are for specific academic uses; for example, consent is not required to read or borrow original literary works or photographs from a library collection. See Fair Use Provision (Copyright Act, Section 107).

FAIR USE PROVISION

Under the Fair Use Provision, a reproduction of someone else's copyright-protected work is likely to be considered fair if used for one of the following purposes: criticism, comment, news reporting, teaching, scholarship, and research. If reproduction is for one of these purposes, a determination as to whether the reproduction is fair use must be made based upon these four factors:
1.   Purpose and character of the use
2.   Nature of the copyright – protected work
3.   Amount and substantiality of work used
4.   Effect of the use on the work's market or potential market value.
To minimize the risk of copyright infringement, Lighthouse interprets the following as fair use of copyrighted works:
1.   Quotation of short passages in scholarly or technical work to illustrate or clarify the author's observations.
2.   Spontaneous one-time use of reproduction of material for course use.
3.   Use in parody of short portions of the work itself.
4.   A summary of an address or article, which may include quotations of short passages.

If the use does not meet the above criteria and the work is protected by copyright, permission from the copyright holder or agent needs to be obtained.

Handouts fall into two categories: one requiring permission and one not. If the handout is spontaneous and new work for which permission could not be obtained in a timely manner, the work may be used without obtaining permission. Suppose the handout is planned, repeated from semester to semester, or involves work that has existed long enough to get permission in advance. In that case, the work cannot be used without permission.

Students' photocopying is also subject to fair use analysis. Copying all the assignments from a book recommended for purchase by the professor, making multiple copies of articles or book chapters for distribution to classmates, or copying material from consumable workbooks all require copyright permission.

INTELLECTUAL PROPERTY

In general, everything that falls under the umbrella of intellectual property law is "intellectual property," including inventions of all kinds, concepts, know-how, trade secrets, writings, artwork, audiovisual works, names, symbols, and combinations of these. Trade secrets and confidential information, patents, copyrights, trademarks, service marks, and trade names are all included in the field of intellectual property law.

Lighthouse will be involved in the scholarly activities of teaching, research, and other creative endeavors among faculty, staff, and students. The advancement of Lighthouse Christian College's core goals will be the focus of increased efforts; therefore, the results of academic pursuits may have implications for broader and different applications. The resulting intellectual properties are hoped to benefit Lighthouse Christian College, all parties involved, and society.

"Works" as used herein are original works of authorship that have been fixed in a tangible medium of expression, including but not limited to, master syllabi, books, articles, artwork, music, software, traditional or electronic correspondence, and instructional materials that are likely to be subject to protection under United States copyright law. "Resources usually and customarily provided" as used herein includes, but are not limited to, such support as salary or compensation, office space, library, ordinary access to computers and networks, including Internet access, course syllabi, packets, or pages, and other resources that permit employees to perform tasks defined in their job descriptions. Unless approved in writing as an exception, this does not include using students, contractors, or employees as support staff, substantial use of specialized or unique facilities and equipment, or other special support provided by LCC.

NEW Faculty Orientation Program (Online)

Institution: LIGHTHOUSE CHRISTIAN COLLEGE
Format: 100% Online (via Zoom)
Duration: 2 Days (or Modular 3-Part Series over 1 Week)
Target Audience: Newly hired Adjunct Faculty
Tools Covered: Populi (LMS), LIRN (Library), Zoom, Email, Internal Portals
Emphasis: Faith integration, academic excellence, and online teaching best practices

Orientation Goals

At the end of the training, adjunct faculty will:
1. Understand the mission, values, and educational philosophy of Lighthouse Christian College.
2. Be proficient in using Populi for teaching, grading, communication, and content delivery.
3. Navigate and instruct students in the use of LIRN for research.
4. Implement best practices for teaching and engaging students in an online Christian environment.
5. Understand academic and administrative policies.
6. Build a support network with administration and peers.

Suggested Schedule Overview (Modular Format)

Day 1: Mission, Culture, & Systems Orientation
Duration: 3 hours

Format: Zoom (with breakout rooms + polls)

Time	Session	Description
0:00–0:15	Welcome & Devotion	Opening prayer and spiritual focus; introductions.
0:15–0:45	College Mission & Vision	Overview of institutional identity, Christian worldview integration, and academic philosophy.
0:45–1:30	Policies & Procedures	Academic calendar, communication protocols, FERPA, grading policy, attendance, syllabus submission, and Title IX.
1:30–1:45	Break	Stretch
1:45–3:00	Populi 101	Live walkthrough: Logging in, course homepage, gradebook, discussion boards, assignments, and messaging tools. Practice session in breakout rooms.

Day 2: Teaching & Student Support Tools
Duration: 3 hours
Format: Zoom (screen sharing, Q&A, and role-play)

Time	Session	Description
0:00–0:15	Opening Prayer & Recap	Reconnect and summarize Day 1.
0:15–1:00	Effective Online Teaching	Pedagogy for online engagement, faith integration, asynchronous and synchronous strategies, and inclusive classroom practices.
1:00–1:30	LIRN Library Orientation	How to access and use LIRN, finding eBooks, academic journals, guiding students, and using citation tools. Live demo included.
1:30–1:45	Break	
1:45–2:30	Student Support & Communication	Advising overview, tutoring referrals, mental health awareness, and reaching out to at-risk students.
2:30–3:00	Tech Support & Wrap-Up	Who to call, tech trouble FAQs, teaching tips, evaluation & feedback survey, Q&A.

Training Materials Provided
- Faculty Handbook (PDF)
- Populi Quick-Start Guide (PDF & Video)
- LIRN Access Guide
- Syllabus Template (Word Format)
- Grading Rubric Samples
- Online Teaching Best Practices
- FERPA Compliance

Optional Add-Ons & Support
- **Monthly Adjunct Check-ins via Zoom**
- **Mentorship Program**: Pair new adjuncts with seasoned faculty.
- **Populi Practice Course**: Sandbox environment for experimentation.
- **Email Support Hours**: Designated hours with an instructional designer or a Populi expert.

On-Demand Video Library: Recording of each training module + micro-training on grading, quizzes, etc.

Best Practices for Online Instructors
- Set expectations early with students in the syllabus & announcements.
- Respond to student messages within 24-48 hours.
- Provide timely, meaningful feedback on assignments.
- Encourage use of LIRN for research papers and projects.
- Pray for and with students where appropriate—model spiritual leadership.
- Use Zoom for virtual office hours or check-ins.
- Keep your Populi gradebook updated weekly.

Follow-Up Schedule

Week After Hire	Task
Week 1	Complete Zoom orientation
Week 2	Submit syllabus and Populi course setup for review
Week 3	Schedule the first check-in with an instructional coach or department chair.
Week 4	Submit the first student engagement report.
End of Term	Complete self-evaluation & participate in faculty debrief

Evaluation & Certification
Adjuncts who complete the training will receive:
- Completion Certificate (PDF)
- Eligibility for Rehire/Preferred Adjunct Pool
- Inclusion in Adjunct Faculty Directory

FACULTY MEETINGS

Faculty will meet at least once every semester via Zoom during the fall and spring terms. They will also meet upon the president's or the academic dean's call.

The Dean of Academic Affairs or a suitable appointee will serve as the chair at faculty meetings. Attendance at all regularly scheduled and duly called faculty meetings will be mandatory for faculty members, who will be voting members.

Faculty meetings shall be conducted according to Robert's Rules of Order:

1. Obtain the floor. The Chair must recognize members. ...

2. State the motion. State the motion clearly and concisely. ...

3. Secure a second. ...

4. Discuss the motion. ...

5. Call for a vote on the motion. ...

6. Announcement of the vote result.

The order of business for regular meetings shall be as follows:
- Call to order
- Devotions

- Announcements of a quorum
- Approval of the minutes
- The president's observations
- Unfinished Business
- Reports
- New Business
- Special presentations by faculty members
- Information
- Adjournment

Every academic year, a committee secretary is appointed. The faculty will elect a secretary at their first regular meeting, who will hold office until the following election. The secretary must accurately record the minutes of each faculty meeting. Within ten days following each meeting, the secretary will forward a copy of the minutes to the president and the dean of academic affairs. The secretary will keep the original copy of the minutes. Any faculty member may obtain a copy of the minutes or access them upon written request to the secretary.

PROCEDURAL POLICY OF THE FACULTY COUNCIL

1.   The Faculty Council will meet once a semester and more frequently, if necessary. A simple majority of the total membership shall constitute a quorum.
2.   Faculty Council will forward resolutions and reports to the President, who forwards them to the Board of Trustees as appropriate. Certain routine matters, however, may be forwarded at the discretion of the Council to an appropriate administrator through the Office of the President.
3.   The Faculty Council, at its discretion, may refer matters under consideration to referendum by either the full-time faculty, the College faculties, or such other groups as it deems appropriate. Such referenda shall be binding on the Council, provided that at least two-thirds of those eligible shall have participated in the voting.
4.   Students, staff, and administrators may attend sessions of the Faculty Council, but will not be permitted to vote.
5.   At all sessions of the Council, the floor may be yielded by any member of the Council to a non-Council member unless a simple majority vote expressly suspends this procedure. Yielding the floor to a non-Council Member shall not be construed as in any way limiting the right of debate of the yielding Council.
6.   The Faculty Council, through its authorized committees or representatives, shall receive information that it needs for its studies.
7.   The rules or procedures in Council meetings, except as otherwise specified, shall be those presented in the most recent revision of Robert's Rules of Order.
8.   The Faculty Council may adopt rules and regulations for its own operation that are not inconsistent with the college bylaws or the bylaws of the Council as set forth above.

STANDING COMMITTEES

Ad Hoc Committees may be established at the discretion of the faculty council president.

CURRICULUM DEVELOPMENT AND ASSESSMENT (updated 05/2025)

At Lighthouse Christian College, curriculum development and assessment are an intentional, prayerful, and Spirit-led process grounded in integrating a Christian worldview, Christian ethics, and Biblical principles. Our curricula encompass the philosophy, learning goals and objectives, instructional resources, and assessments that reflect both academic excellence and spiritual formation. All curricular efforts are designed to fulfill our mission of equipping students to become Christ-centered leaders who think critically, serve faithfully, and impact the world for the glory of God.

Effective curriculum development is an ongoing, reflective process that evaluates existing curricula, incorporates continuous improvement, and implements new academic programs. Because faculty play a critical role in delivering and refining our educational program, their input—alongside Scriptural truth and doctrinal alignment—will be used to guide curricular modifications. When creating student or course learning outcomes, the Faculty should consult this manual for the institutional, program, and course objectives established at the time of licensing, as well as the Curriculum Mapping Matrix CLOs, PLOs, and IOs chart, which connects all objectives.

Curriculum Mapping Matrix CLOs, PLOs, IOs Chart

Course	Course Learning Outcomes (CLOs)	Mapped PLOs	Mapped IOs
Year 1: Core Foundation Courses		PLO 1—8	IO1, IO2. IO3, IO4, IO5, IO6, IO7
CA 1302, Computer Applications	Worldview Integration: Moderate 1: Demonstrate proficiency in common business applications (e.g., word processing, spreadsheets, presentations, and databases) while understanding the ethical implications of digital communication and data management from a Christian stewardship perspective (Colossians 3:23; 1 Corinthians 4:2). 2: Use digital tools effectively to produce and communicate professional documents that reflect clarity, organization, and integrity consistent with Christian values of truth and excellence (Philippians 4:8; Proverbs 16:3). 3: Apply basic computer literacy to real-world business scenarios, making decisions that reflect Christian responsibility, integrity, and a service-oriented mindset in a digital environment (Romans 12:11; Matthew 5:16).	PLO 1, 2, 3, 4, 5	IO 1, 2, 3, 4, 5, 6
BIO 1319, BIO 1119, Environmental Science Lab, Environmental Science	Worldview Integration: Strong 1: Describe key ecological principles and human impact on the environment, acknowledging humanity's God-given responsibility to steward creation with care and reverence according to Genesis 2:15 and Psalm 24:1. 2: Analyze the theories of environmental challenges such as pollution, resource depletion, and climate change using critical thinking and ethical reasoning grounded in biblical principles of justice, responsibility, and compassion for future generations aligned with Proverbs 12:10 and Isaiah 24:5. 3: Propose biblically informed solutions for sustainable environmental practices that reflect Christian stewardship, moral accountability, and global citizenship (Colossians 1:16–17; Micah 6:8).	PLO 1, 3, 4, 6	IO 1, 3, 4, 5, 6
PE 1300, Principles of Lifetime Fitness	Worldview Integration: Moderate (Body stewardship, Christian discipline, holistic wellness) 1: Identify and apply principles of physical wellness, emphasizing the biblical view of the body as a temple and the importance of holistic stewardship of health. 1 Corinthians 6:19-20 2: Demonstrate knowledge of lifelong fitness strategies and design a personalized fitness plan that integrates physical, mental, and spiritual well-being. 1 Corinthians 10:31 3: Analyze the impact of lifestyle choices on long-term wellness and	PLO 2, 5, 6	IO 1, 2, 4, 5

	articulate how Christian discipline and self-control foster healthy living. 2 Timothy 1:7		
FAF 1111, Lighthouse Foundations	**Worldview Integration: Strong, 1.** Understand the mission and vision of Lighthouse Christian College. 2. Set personal and academic goals with a biblical worldview. 3. Explain what academic integrity means, including how to avoid plagiarism. Matthew 5:14–16 (NIV) → Reflects the identity and calling of Lighthouse Christian College to shine Christ's truth in education., Proverbs 29:18 (KJV) → Affirms the importance of mission and vision as guiding biblical principles., Colossians 3:17 (ESV) → Ties directly into the college's vision of Christ-centered learning.	PLO 1, 2, 3	IO 1, 2, 3, 4, 5
EH 1301, English Composition I	1. Demonstrate competency in scholarly research. 2. Construct texts incorporating critical reading, analyzing, and interaction with sources.3. Construct texts demonstrating an understanding of the elements of argumentation.4. Show fluency within the various stages of the writing process.5. Control surface features such as syntax, grammar, punctuation, and spelling. Proverbs 22:29; Philippians 4:8; 2 Timothy 2:15; Proverbs 10:9; Exodus 20:15	PLO 3, 4, 5	IO 1, 2, 4, 5
EH 1302, English Composition II	1. Understand and apply the writing process from brainstorming to final draft.2. Develop structured essays with clear thesis statements and logical organization. 3. Apply grammar and mechanics correctly in writing. 4. Conduct research and incorporate sources appropriately. 5. Utilize rhetorical strategies for persuasive writing. 6. Revise and proofread effectively. 6.Read and analyze texts critically 7. Engage in peer review and incorporate feedback. Proverbs 16:23; 2 Timothy 2:15; 1 Peter 3:15; Isaiah 1:18; Romans 12:2;	PLO 3, 4, 5	IO 1, 2, 4, 5
Year 2: Core Business Courses	**Course Learning Outcomes (CLOs)**	PLO 1—8	IO1, IO2, IO3, IO4, IO5, IO6, IO7
BA 2301 Accounting I	1. Record financial transactions using accounting principles, ensuring honesty. 2. Prepare and interpret financial statements with transparency. 3. Utilize accounting technology.	PLO 1, 2, 7	IO5
2302 Accounting II	1. Use cost analysis for decision-making, considering ethical implications. 2. Apply budgeting and performance evaluation techniques responsibly. 3. Utilize accounting technology.	PLO 1, 2, 7	IO6
CIS 2315, Computers, Ethics and Society	1: Analyze the ethical, social, and legal implications of computer technologies and evaluate how biblical principles can be used to make morally sound decisions in digital contexts (Micah 6:8; Romans 12:2). 2: Demonstrate understanding of the impact of computer technology on individuals, organizations, and society, articulating how Christian ethics inform responsible use of technology in a globalized world (Colossians 3:17; Matthew 22:39). 3: Apply Christian moral reasoning to emerging issues in cybersecurity, privacy, artificial intelligence, and digital surveillance, demonstrating the ability to formulate ethical solutions grounded in Scripture and justice (Proverbs 4:7; Isaiah 1:17).	PLO 1, 2, 3, 5	IO 1. 2, 4, 5, 6
BA 2305 Business Mathematics	1. Apply mathematical concepts and quantitative reasoning to solve common business problems with accuracy and diligence, demonstrating the Christian virtues of discipline, excellence, and truthfulness in all calculations (Proverbs 22:29; Colossians 3:23). 2. Interpret and analyze numerical data to make informed, ethical business decisions that honor God and promote just and equitable outcomes (Proverbs 11:1; James 3:17). 3. Utilize financial mathematics, including interest, annuities, and depreciation, to model real-world business scenarios while practicing faithful stewardship and accountability for resources entrusted by God	PLO 1, 2, 5, 6, 7	IO 4, 5, 6

	(Matthew 25:14–30; 1 Corinthians 4:2).		
MGT 2630, Managing a Christian Business	**Worldview Integration: Strong (Faith-based leadership, ethical business stewardship)** 1: Explain key principles of biblical stewardship and servant leadership and evaluate how these shape ethical management decisions in a Christian business context. Matthew 20:26; 1 Corinthians 4:2 2: Apply biblical ethics to business challenges, demonstrating how Scripture provides a framework for integrity, fairness, and compassion in organizational policies and leadership. Colossians 3:23; Proverbs 31:8 3: Develop a management plan for a Christian business that incorporates operational strategies, organizational values, and a mission aligned with God's calling and Kingdom principles. Proverbs 16:3; Matthew 6:33	PLO 1, 3, 4, 6,	IO 1, 3, 4, 5
BA 2304 Microeconomics	1. Explain basic microeconomic principles considering Christian ethical implications. 2. Analyze supply and demand in different market structures, reflecting fairness and justice. Matthew 25:15-30; Proverbs 13:4; Leviticus 19:13-14; Proverbs 27:18; Colossians 3:23-24	PLO 1, 2	IO1, IO5
BA 2303 Macroeconomics	1. Explain macroeconomic principles within the context of Christian stewardship. 2. Analyze economic indicators and their impact on business decisions, promoting societal well-being. Proverbs 10:22; Proverbs 13:11; Proverbs 10:4; 2 Corinthians 9:6-9	PLO 1, 2	
Year 3: Advanced Core Business Courses	**Course Learning Outcomes (CLOs)**	PLO 1—8	IO1, IO2, IO3, IO4, IO5, IO6, IO7
BA 3310 Business Communication	1.Demonstrate effective written and oral communication skills in professional business contexts, practicing clarity, honesty, and grace in alignment with biblical teachings on truthful and edifying speech (Ephesians 4:29; Proverbs 16:24). 2. Apply communication strategies that foster collaboration, conflict resolution, and ethical persuasion, reflecting a Christ-centered approach to leadership and interpersonal relationships (James 1:19; Philippians 2:3–4). 3. Analyze and adapt business messages for diverse audiences and platforms, promoting respect, integrity, and cultural sensitivity in communication as stewards of God's truth and ambassadors of reconciliation (2 Corinthians 5:20; Colossians 4:6). 4.Develop clear and professional business documents that uphold Christian ethical standards. 5. Deliver effective written and oral presentations with honesty and integrity.	PLO 2, 3, 4, 5, 8,	IO 1, 5, 2, 3, 4, 6
MKT 3310 Marketing Principles	1. Explain marketing concepts and strategies within a Christian ethical framework. 2. Develop marketing plans based on consumer behavior analysis, ensuring respect and honesty. 3. Communicate marketing strategies effectively and ethically.	PLO 1, 3, 5	IO4, IO5
MN 3300 Principles of Management	1: Explain the foundational functions of management—planning, organizing, leading, and controlling—while integrating biblical principles of servant leadership, stewardship, and accountability (Matthew 20:25–28; 1 Peter 4:10). 2: Apply management theories and principles to real-world business problems in a way that demonstrates ethical reasoning and decision-making rooted in Christian values such as integrity, justice, and compassion (Proverbs 11:3; Micah 6:8). 3: Demonstrate effective interpersonal and team management skills, including communication, motivation, conflict resolution, and performance evaluation, informed by biblical teachings on collaboration, humility, and mutual respect (Ephesians 4:2–3; Philippians 2:3–4).	PLO 1, 2, 3, 5	IO 1, 2, 4, 5
MIS 3310, Principles of Information Systems & Technology	1: Describe core components and functions of modern information systems and evaluate how ethical stewardship of technology aligns with	PLO 1, 3, 4, 5	IO 1, 3, 4, 5, 6

Course	Course Learning Outcomes (CLOs)	Mapped PLOs	
	biblical principles of honesty, responsibility, and service (Colossians 3:23; Luke 16:10). 2: Demonstrate basic proficiency in using information systems and business software (e.g., databases, spreadsheets, decision-support tools) to address organizational needs, applying Christian values of diligence and integrity in digital environments (Proverbs 22:29; Ephesians 6:7-8). 3: Critically assess ethical, legal, and security issues related to technology use in business, and apply biblical principles of justice, privacy, and stewardship when making technology-related decisions (Micah 6:8; Proverbs 4:23).		
BA 3350, Quantitative Business Analysis	1. Apply statistical and analytical methods to solve business problems while honoring biblical principles of truth, diligence, and wise stewardship in data-driven decision-making (Proverbs 18:13; Colossians 3:23). 2: Interpret and communicate quantitative results clearly and ethically in both oral and written formats, reflecting Christian values of integrity, clarity, and accountability (Ephesians 4:25; Proverbs 10:9). 3. Use technology tools such as Excel, data analytics software, and simulations to perform and present business analyses, demonstrating stewardship and excellence in the responsible use of technology (Genesis 2:15).	PLO 1, 2, 4, 5, 6	IO 1, 2, 3, 4, 5, 6
BA 3380, 3381, Business Law I & II	1. Explain key business laws and regulations, reflecting moral obligations. 2. Analyze legal issues affecting businesses, considering Christian ethics. 3. Apply legal concepts to business contracts and scenarios, ensuring justice and fairness. Matthew 7:12 (Golden Rule), Leviticus 19:13 (fair labor), and Colossians 3:23 (work with integrity)	PLO 4, 8	IO1, IO4
BA 3340, Business Statistics	1. Use data tools to apply fundamental statistical methods, such as descriptive statistics, probability theory, and hypothesis testing, to analyze business data and make informed, data-driven decisions in real-world business contexts. 2. Interpret business data for strategic decisions, promoting honesty and accuracy. 3. Demonstrate proficiency in using statistical software tools (e.g., Excel, R, SPSS) to organize, analyze, and visualize business data, preparing them for data-driven roles in business environments. 4. To evaluate business problems through statistical analysis and make ethical, evidence-based decisions that align with Christian principles of integrity and stewardship in business practice. Proverbs 11:1; Ecclesiastes 7:12; Proverbs 18:13; Proverbs 10:9	PLO 1, 2, 4, 5, 6, 7	IO 1, 2, 3, 4, 5, 6
International Business	1. Analyze global business trends, considering Christian ethical implications. 2. Explain the impact of cultural differences on business, promoting respect and understanding. 3. Develop global business strategies that reflect Christian morals.	PLO 1, 3, 5, 7, 8	IO1, IO3
Strategic Management	1. Formulate business strategies using analytical tools guided by Christian ethics. 2. Integrate knowledge from multiple business disciplines within a Christian worldview. 3. Evaluate the ethical and global impact of business strategies, reflecting Christian values. 4. Develop leadership and teamwork skills, exemplifying servant leadership.	PLO 1, 2, 3, 4, 5, 6, 7, 8	IO1, IO5
Year 4: Capstone & Specialty Electives		PLO 1—8	IO1, IO2, IO3, IO4, IO5, IO6, IO7
Course	**Course Learning Outcomes (CLOs)**	**Mapped PLOs**	
ACF 4310 Managerial Finance	1.Apply financial analysis and decision-making techniques to evaluate corporate financial health and investment opportunities, demonstrating integrity, stewardship, and accountability consistent with biblical financial principles (Luke 16:10–12; Proverbs 21:5). 2.Develop and communicate financial strategies that balance profitability, risk, and ethical responsibility,	PLO 1, 3, 4, 5, 2, 7	

	reflecting a Christian worldview that values honesty, justice, and care for stakeholders (Proverbs 11:1; Micah 6:8). 3.Assess the impact of financial decisions on organizations and communities, fostering a mindset of servant leadership and faithful stewardship of resources in alignment with God-honoring business practices (Colossians 3:23–24; 1 Corinthians 4:2). 4: Explain financial management concepts within a framework of Christian stewardship. 5: Evaluate investment and financing decisions ethically. 3. Apply financial analysis techniques responsibly.		
FIN 4510 Financial Requirements and FIN 4520 Financial Reporting	Interpret and prepare financial reports in compliance with generally accepted accounting principles (GAAP), demonstrating accuracy, transparency, and ethical stewardship as modeled in Proverbs 11:1 and Luke 16:10. 2: Evaluate financial performance using ratio analysis and other tools to support ethical decision-making that advances organizational integrity and serves the common good (Philippians 2:4; Romans 12:17). 3: Communicate financial information clearly and effectively in oral and written forms while upholding biblical values of honesty and truthfulness in reporting (Ephesians 4:25; Proverbs 12:22).	PLO 1, 2, 3, 4, 5	IO 1, 2, 3, 4, 5
LDR 4720 Entrepreneurship	1. Develop a business plan for a new venture, considering the ethical implications. 2. Identify entrepreneurial opportunities that align with Christian values. 3. Analyze financial feasibility for startups responsibly. 4. Demonstrate leadership and risk-taking skills, guided by faith and ethics.	PLO 1, 2, 3, 4, 6	IO1, IO7
FIN 4530 International Finance	Explain the fundamentals of international financial systems, including exchange rates, global markets, and monetary policies, and evaluate how Christian ethics guide decision-making in global financial stewardship (Luke 14:28–30; Proverbs 13:11). 2: Analyze risks and opportunities in cross-border investments, integrating biblical principles of justice and responsible stewardship when evaluating foreign markets and managing currency risks (Micah 6:8; Proverbs 21:5). 3: Evaluate ethical and cultural implications of international financial strategies, demonstrating cultural sensitivity, fairness, and Christ-like leadership in a global financial context (Romans 12:18; Philippians 2:3-4).	PLO 1, 2, 3, 4, 5	IO 1, 2, 3, 4, 5
BA 4380, Business Policy and Strategy	Evaluate and formulate business strategies using core principles of strategic management while integrating biblical values of integrity, stewardship, and servant leadership (Proverbs 16:3; Matthew 20:26-28). 2: Conduct comprehensive internal and external business analyses to support ethical and mission-driven decision-making, recognizing God's sovereignty and the moral responsibilities of business leaders (Micah 6:8; Colossians 3:17). 3: Collaborate in teams to develop strategic business plans that communicate ideas clearly, apply logic and analysis, and promote ethical practices grounded in a Christian worldview (Ecclesiastes 4:9-10; James 1:5).	PLO 1, 2, 3, 4, 5	IO 1, 2, 3, 4, 5
Business Capstone Project	1. Students will reflect on their unique calling and purpose in the business world, understand how their work in the business field can serve God's more excellent plan for the world, and pursue careers that align with their professional goals and Christian values. 2. Integrate business knowledge to solve real-world problems, applying Christian ethics. 3. Develop a strategic business plan demonstrating ethical leadership that considers financial outcomes and the well-being of employees, customers, and the broader community, reflecting a Christian commitment to social responsibility and stewardship of resources. 4. Present findings to stakeholders with integrity.	PLO 1—8	IO1, IO2, IO3, IO4, IO5, IO6, IO7
Leadership & Management	1. Analyze leadership theories and styles through a biblical perspective. 2. Develop strategies for managing organizational change ethically. 3.	PLO 2, 3, 4, 6	IO5

Electives Specialization Options	Specialty Courses Learning Outcomes (CLOs)	PLO 1—8	IO1, IO2, IO3, IO4, IO5, IO6, IO7
	Demonstrate effective leadership skills, embodying servant leadership.		
Specialization Field: **Marketing** (Electives)	1. Develop digital marketing strategies aligned with Christian values: Analyze digital marketing trends and tools, ensuring ethical use. Apply data-driven marketing techniques responsibly. **2. Incorporate Biblical Ethics into Marketing Practices:** Apply Christian ethical principles to marketing strategies, focusing on honesty, integrity, and fairness in advertising and promotional activities. Critically analyze the ethical challenges in marketing, such as targeting vulnerable populations, and propose ethical solutions grounded in biblical values. **3. Understand Consumer Behavior through a Christian Worldview:** Examine consumer behavior theories and their application in developing ethical marketing strategies that respect human dignity and promote service to others. Assess how cultural, social, and psychological factors influence consumer behavior and how these can be addressed through a Christian perspective of service and compassion. **4. Develop Socially Responsible and Sustainable Marketing Plans:** create marketing strategies that prioritize both profitability and the well-being of communities, aligning with Christian values of social justice, stewardship, and care for God's creation. Propose marketing campaigns promoting products or services serving the public and fostering community engagement. **5. Lead Marketing Initiatives focusing on Ethical Communication:** Design marketing communications that promote transparency, truthfulness, and customer respect, avoiding manipulation or deceit. Develop strategies for brand management that integrate Christian ethical principles and promote trust, respect, and long-term relationships with customers. **6. Implement Faith-Based Marketing Leadership in a Diverse Environment:** Lead marketing teams with a servant-leader mindset, fostering a culture of inclusivity, empathy, and collaboration while integrating Christian values into leadership practices. Analyze marketing strategies in global or diverse contexts, ensuring alignment with biblical teachings on unity, equality, and cultural respect. **7. Evaluate the Impact of Marketing on Society through a Christian Lens:** Assess the societal impact of marketing campaigns and evaluate how they promote or hinder the common good from a Christian perspective. Propose marketing strategies that encourage ethical consumerism and contribute to societal well-being, focusing on long-term, sustainable outcomes.	PLO 1, 3, 4, 5, 7, 8	IO1, IO2, IO3, IO4, IO5, IO6, IO7
Specialization Field: **Finance** (Electives)	1. Evaluate different investment options through ethical decision-making: Apply risk assessment techniques while considering Christian stewardship. Analyze financial markets and trends responsibly. **2. Apply Biblical Principles to Financial Decision-Making:** Demonstrate how biblical principles, such as stewardship, fairness, and honesty, influence financial decision-making and corporate finance practices. Evaluate investment strategies and financial risk management methods that align with Christian ethical standards. **3. Understand Financial Management in a Christian Context:** Analyze the role of financial management in Christian organizations and its impact on long-term sustainability, growth, and community service. Critically assess the ethical implications of financial decisions, ensuring alignment with biblical teachings on fairness, accountability, and justice. **4. Develop Ethical Financial Strategies:** Design financial strategies for managing organizational resources that incorporate ethical practices, considering profitability and social responsibility. Evaluate the impact of financial decisions on various stakeholders, including	PLO 1, 2, 4, 7, 8	IO1, IO2, IO3, IO4, IO5, IO6, IO7

	employees, customers, and the wider community, through a Christian ethical lens. **5. Analyze and Interpret Financial Statements:** Interpret financial statements (balance sheets, income statements, cash flow statements) in the context of a Christian organization's goals and values. Use financial analysis techniques to assess the financial health of organizations while ensuring integrity and transparency in reporting. **6. Integrate Faith and Finance in Risk Management:** Assess financial risks and propose risk management strategies that uphold biblical principles of stewardship and care for God's creation. Develop financial contingency plans that balance ethical responsibility with business growth and sustainability.		
Specialization Field: **Management** (Electives)	**1. Integrate Christian Principles into Management Practices:** Demonstrate an understanding of how biblical values can guide ethical decision-making in management practices. Analyze the role of faith-based leadership in fostering a positive organizational culture and promoting ethical practices. **2. Apply Managerial Functions in Organizational Settings:** Evaluate the four key managerial functions (planning, organizing, leading, and controlling) in the context of Christian leadership values. Develop strategies to balance organizational goals with social responsibility and ethical stewardship. **3. Develop Strategic Thinking for Organizational Success:** Formulate strategic management plans that consider long-term profitability and the welfare of employees, customers, and the broader community. Assess market trends and propose strategic actions to drive organizational growth and sustainability. **4. Enhance Team Collaboration and Motivation:** Assess and implement motivational theories to promote a positive, productive, and collaborative work environment that aligns with Christian ethical principles. Design conflict resolution strategies that emphasize reconciliation and unity based on biblical teachings. **5. Analyze Ethical and Legal Issues in Management:** Identify common dilemmas in management and apply Christian ethical principles to resolve them. Critically evaluate how biblical ethics influence organizational decision-making in complex legal and cultural contexts.	PLO 1, 2, 3, 4, 6, 7, 8	IO1, IO2, IO3, IO4, IO5, IO6, IO7
Specialization Field: **Leadership** (Electives)	**1. Demonstrate Leadership Qualities through a Christian Worldview:** Identify key qualities of effective leadership (vision, humility, integrity) and articulate how a Christian worldview enhances these qualities. Analyze and model the leadership styles of biblical figures (e.g., Moses, Jesus, Paul) and their application in modern leadership practices. **2. Develop Critical Leadership Skills for Diverse Environments:** Apply leadership theories (transformational, servant leadership, etc.) to diverse organizational and cultural settings. Critique leadership practices in various contexts and propose improvements using biblical justice, fairness, and stewardship principles. **3. Evaluate Organizational Change and Innovation with a Biblical Perspective:** Develop a framework for leading organizational change that integrates ethical decision-making, employee well-being, and biblical principles. Propose innovative solutions for organizational growth, ensuring alignment with Christian values and respect for all stakeholders. **4. Foster Emotional Intelligence and Ethical Decision-Making:** Identify key elements of emotional intelligence in leadership and apply them to improve communication, decision-making, and conflict resolution. Analyze and apply biblical perspectives to ethical leadership challenges in decision-making. **5. Lead with a Vision of Service and Humility:** Develop a personal philosophy that integrates servant leadership principles and aligns with biblical teachings. Evaluate leadership practices and propose humility, service, and accountability strategies within a Christian framework.	PLO 4, 6, 7, 8	IO1, IO2, IO3, IO4, IO5, IO6, IO7

Curriculum development at Lighthouse Christian College will proceed through the following Christ-centered phases:

I. Planning

A. Assembling a Curriculum Development Committee: A committee composed of qualified faculty members—mature in faith and skilled in their disciplines—will be formed to oversee curriculum design and improvement. Committee members are expected to demonstrate a commitment to biblical truth, ethical integrity, and academic excellence.

B. Conducting a Needs Assessment: Needs assessments will identify both academic and spiritual gaps in current offerings. This process will be guided by prayerful discernment and data analysis, aligning all improvements with the mission of developing biblically grounded and mission-driven graduates.

The Assessments will include:

Analysis of current curriculum, including theological soundness, academic rigor, and spiritual integration.

Sample lessons that incorporate biblical truths and a Christian worldview.

Sample summative assessments that evaluate both academic and spiritual learning outcomes.

Suggestions for curricular and spiritual improvement.

Any concerns related to instructional delivery, biblical integration, or curriculum implementation.

Any other concerns identified by the Provost, Committee, or Faculty.

II. Development
A. Development and/or modification of course objectives. Practical course objectives clearly communicate learning expectations and a method of measuring whether those objectives have been met. All course objectives will explicitly reflect both academic and biblical learning goals. Objectives must be aligned with the college's Statement of Faith, Institutional Learning Outcomes, and Christian mission. When evaluating objectives, committee members will consider the following:

1. The objective should be specific.
2. The objective should be attainable.
3. The objective should align with the philosophy of Lighthouse Christian College.
4. The objective should be able to be evaluated through a criterion-referenced assessment.
5. Objectives are rooted in academic and biblical clarity.
6. Objectives are measurable, with outcomes that reflect academic and spiritual growth, plus intellectual development.
7. Objectives are attainable through biblically informed instruction and student engagement.
8. Objectives are aligned with the philosophy and theological framework of Lighthouse Christian College.
9. Adequate academic and spiritual resources are available to meet objectives.
10.   Objectives can be evaluated through both academic and spiritual assessments, including Scripture memorization, theological reflection, and moral reasoning.

III. **Implementing**

A. Time and support for curriculum implementation. Applying curriculum changes takes considerable time and effort from the faculty. This includes providing ongoing professional development opportunities to learn how to implement and assess modifications to the curriculum. Faculty will be supported with training and professional development that includes:

1. Best practices for biblical integration in teaching.
2. Faithful application of Christian ethics in academic contexts.
3. Approaches to mentoring students in spiritual formation and academic growth.
4. Curriculum implementation will be marked by collaborative planning, faculty prayer, and a culture of mutual accountability rooted in Scripture (Hebrews 10:24-25).

IV. **Evaluating**

A. Determining the effectiveness of curricula. The Curriculum Development Committee will periodically evaluate curricula for both academic efficacy and biblical fidelity using data gathered from surveys, teacher discussions, and assessments. Data should be representative of instruction from various disciplines and include samples of student work, lessons, and instructional methods. Data will be evaluated to infer curriculum strengths and weaknesses, which will then be used to make additional changes.

Evaluation metrics will include:

1. Surveys that assess student spiritual and academic development.
2. Faculty discussions on biblical integration and moral discernment in instruction.
3. Assessment of student work that reflects Christian virtues, Scriptural knowledge, and ethical reasoning.
4. Reflection on curriculum strengths and weaknesses in forming Christlike character and critical thinking skills.
5. Feedback and evaluation will be prayerfully considered, always with the intent of glorifying God through educational excellence and truth-centered teaching (Colossians 3:17).

Minor Curriculum Changes

Minor changes are those that do not significantly affect programs or course offerings. They include altering or updating existing course minors and do not need to be approved by the curriculum development committee. These may also include course title changes, or adjustments to instructional materials. The faculty submits minor changes directly to the Registrar with the dean's approval. All changes targeted to begin the next academic year must be forwarded to the Registrar by April 1st.

Significant Curriculum Changes

Significant changes are proposals for new associate degree programs, bachelor's degree programs, master's degree programs, or substantial revisions of any programs; the elimination of courses; or changes that significantly affect the requirements of existing programs. The addition of a new course is considered a significant change.

To allow all committees to complete their portion of the formal review, all changes targeted at the beginning of the next academic year must be forwarded to the Curriculum Committee by March 1. Proposals for significant changes should follow the following process, predicated on the assumption that the faculty in the sponsoring unit reviews such proposals according to academic policy.

Significant Curriculum Changes the Curriculum Committee has approved are presented to the board of directors with the approval of the Dean of Academics and the President. The proposed changes must be approved by the board of directors and then submitted to LCC accreditation agencies before implementation. When our accrediting agencies have approved the program/changes, they can be introduced into circulation the following academic term.

Conclusion

At Lighthouse Christian College, we believe that "*The fear of the Lord is the beginning of wisdom, and knowledge of the Holy One is understanding*" (Proverbs 9:10). Therefore, all curriculum development endeavors are approached as acts of faithful stewardship and service to the Kingdom of God. In developing and refining our curriculum, we strive to prepare students to live out their faith courageously, engage the world thoughtfully, and glorify Christ in every area of life.

APPENDICES

LIGHTHOUSE CHRISTIAN COLLEGE

REQUIRED SYLLABUS TEMPLATE

Course Instructor: *Please note your highest diploma, ex. Ph.D., MA, MS*
Office Hours:
Phone:
Email:

Title of Course: *Please include Alpha-Numeric Course Code*
Term: *Fall or Spring and Year*
Credit Hours:
Prerequisites:

> Under no circumstances are students allowed to publicly share (for example, on blogs, websites, social media, and databases) their work completed at or for Lighthouse Christian College until three calendar years from the end of the student's final term of study. Students are also prohibited from publicly sharing another student's work or any other course materials the College provides. You will be subject to suspension and possible expulsion if you violate this policy.

CAMPUS RESOURCES

Contact 850-503-6705 to schedule an appointment

- TUTORING - INDIVIDUAL & GROUP SESSIONS are offered to LCC students at no additional cost.
- WRITING - Improve your college-level writing skills by bringing writing assignments from any of your classes to a Writing Tutor. Similar to Tutoring, you can call the office to make an appointment.
- COUNSELING SERVICES – HOPE COUNSELING
- ACADEMIC ADVISOR

How Do I Contact My Instructor? https://support.populiweb.com/hc/en-us/articles/20618675620763-How-Do-I-Contact-My-Faculty

Microsoft Office is available for **free** to all students. Students have access to the latest versions of Word, Excel, PowerPoint, OneNote, and much more. All work can be saved online in OneDrive and accessed from any device. You can use this Office 365 subscription for as long as you are a student at Lighthouse. Please email Lisa.Mutuc@LighthouseCollege.us to set up your free Office and email account.

Library and Information Resources Network

All Lighthouse faculty, staff, and students have access to our online library.

Accessing the Library Portal: https://proxy.lirn.net/LighthouseChristianCollege

Username: 58810
Password: uglywind86

Please note that the URL, Username, and Password are case sensitive. This is an Institutional-level login. Each institution allows a single username/password for all users.

Dr. Debra Mitchell is our LIRN librarian. Dr. Mitchell is available to assist students with finding resources and conducting research mornings and evenings on the telephone or Zoom by appointment. Please call 850-503-6705 or email Dmitchell@LighthouseCollege.us to schedule an appointment.

Required Textbook:

Other Course Requirements:
Computer with Internet Access
APA or MLA Writing Guide
BIBLE

Course Format
This is an entirely online, Web-based course. We have no face-to-face class meetings, and you will complete your work asynchronously, meaning you will work on it at different times than your colleagues. You can log into the class to do your work at any time convenient if you meet class deadlines.

It is essential to understand that this is not a self-paced class or an independent study. You will have assigned deadlines, and work must be submitted on time. You may not save up your assignments to complete in the last weeks or days of the semester. One critical part of this class is regular interaction with other students and with me, your instructor. Each assignment sequence must be completed on schedule – you can't work ahead or get behind and be successful. Regular internet access is essential for the successful completion of the course.

Attendance Policy and Class Participation Expectations

Online Course Attendance

To comply with College policies, online attendance is mandatory and measured by your online class presence or any submission of a required assignment within the enrollment dates of the course (such as an exam, written papers or projects, any discussion posts, etc.) or initiating any communication with one's professor regarding an academic subject.

You are required to log into your online courses 3 times weekly and spend 12 hours in each class. If you do not, you will **not** meet the required **mandatory attendance policy** and risk the possibility of not receiving a passing grade.

Students who do not attend within the first week of a semester by submitting a required academic assignment (such as an exam, written paper, project, discussion post, or other academic activity) will be dropped from the course.
Students who wish to re-engage in the course must contact Academic Advising to discuss enrollment options.

Students who begin an online course but cease attending at some point in the semester (not logging into class for 2 weeks or more) and do not provide official notification to withdraw will be assigned a grade of "FN" (Failure for Non-Attendance).

Frequent and Substantive Interaction

Your instructor will interact and engage with each of you **frequently** throughout the semester to support your learning. They will provide direct instruction related to the course learning objectives, respond to your questions, grade and provide **substantive** feedback on your submitted coursework, post regular announcements, and engage in the course discussion areas regarding academic course content as appropriate.

To succeed in this course, you are expected to actively engage and participate regularly. Below are specific guidelines to help you meet these expectations:

• Be highly motivated and disciplined.

• Check the course dashboard, calendar, assignment page, course syllabus, your email, and the course discussion forums **several times a week**.

• Post the required comment and three responses to the weekly discussion forum.

• Keep up with your assignments and online quizzes or exams (as applicable) and manage your time well. These quizzes test your knowledge and comprehension of the new content.

• Participate actively in class discussions.

• Use proper grammar and correct spelling.

• Be honest and original. Plagiarism will not be tolerated.

Non-participation is characterized by a lack of assignment submissions, inadequate contributions to the Discussion Forums, and a lack of peer feedback on Discussions. Also, please note the following important points about course participation:

• Assignments must be submitted on or before the specified deadline. The course schedule provides a course timeline, and the instructor will specify deadlines for each assignment.

• **Any student not participating for two weeks (consecutive or non-consecutive) will likely fail the course automatically** or be administratively withdrawn with a grade of FN.

• Occasionally, a legitimate reason for submitting an assignment late may exist. Most of the time, late assignments **will not be accepted**, and there will be no make-up assignments.

• All students are obligated to inform their instructor in advance of any upcoming absences that may result in their non-participation for that week.

Module Schedule

All course deadlines are listed in the Central Time Zone. Populi will record all deadlines in this time zone. If you are in a different time zone, plan accordingly. Each week begins on [*Sunday*] and ends on [*Saturday*].

To complete all the required assignments, you should spend about 12 hours per week on the course material for approximately 144 semester hours of course-related activities using Populi, discussion boards, blogs, videos, assignments, tests, reading, and reflecting on the texts.

Course Description

Course Overview/Rationale

Course Goals

Learning Objectives

Instructional and Learning Methods

The course will include various types of instructional and learning activities. Learning content will be facilitated using a variety of active learning methods, such as:

- small group discussions
- multimedia presentations
- group problem-solving scenarios
- case studies
- individual presentations
- textbook readings
- chapter and vocabulary quizzes
- midterm and final exams
- written papers

Discussion Post and Peer Responses

Discussions are collaborative learning experiences. Therefore, you are required to provide a thread in response to the prompt provided for each weekly discussion. You are required to develop and post a **substantive** response to the Discussion Assignment. A **substantive** response is one that fully answers the prompt that the instructor has posted. Each thread must be at least 300 words and demonstrate course-related knowledge, citing sources in APA style. In addition to the thread, you are required to reply to 3 other classmates' threads. Each reply must be at least 150 words.

Course Topics

The purpose of this course is to

1. …
2. …
3. …
4. …
5. …

Intended Learning Outcomes and Key Performance Indicators
As a result of reading, studying, and assessments in this course, the student should be able to:

1. .
2. .
3. .
4. .
5. .
6. .
7. .
8. .
9. .
10. .

Section 2: Course Policies

Grading Scale

The general grading scale is provided in the Academic Policies and Procedures section of the LCC Catalog. All online courses use the following scale:

Grade Letter Grade Percentage

A   90 – 100%

B   80 – 89%

C   70 – 79%

D   60 – 69%

F   0 – 59%

[*Instructors, please add your points policy.*]

<mark>Late Work – 1 occurrence allowed. Assignments will not be accepted after 2 weeks past the due date!</mark>

Course Assignments, including discussions, exams, and other graded assignments, must be submitted on time.

Assignments that are submitted **after the due date without prior approval** from the instructor will receive the following deductions:

- ✓ Late assignments submitted within one week after the due date will receive a **10%** deduction.
- ✓ Assignments submitted more than one week, but less than 2 weeks late, will receive a **20%** deduction.
- ✓ Assignments submitted **more than two weeks late will not be accepted** outside of unusual circumstances (e.g., death in the immediate family, significant personal health issues– proof of circumstance will be required), which will be reviewed on a case-by-case basis by the instructor.
- ✓ Group projects, including group discussion threads and/or replies, and assignments **will not be accepted after the due date** outside of unusual circumstances (e.g., death in the immediate family, significant personal health issues – proof of circumstance will be required), which will be reviewed on a case-by-case basis by the instructor.

Mid-Term and Final Exam Policy Statement

Every professor is obligated to administer a mid-term and final exam or essay, or hold an appropriate class during the regularly scheduled exam period. Every student is obligated to take the mid-term and final exams or attend the appropriate class during the regularly scheduled exam period. Please plan accordingly and carefully for mid-term and final exams. You must not plan vacations, ministry appointments, weddings, airline flights, or any other activity or engagement that will conflict with the mid-term and final exam schedule. Also, do not schedule any of these activities so close to your mid-term or final exam that the commute to the activity conflicts with the exam schedule.

Honor Code

Lighthouse Christian College comprises a network of students, faculty, staff, and supporters who together form a Christian community based upon the truth of the Bible. This truth defines our foundational principles, from our Doctrinal Statement to our Code of Honor. These principles irrevocably align this College's operational procedures with the long tradition of organizational culture, which remains distinctively Christian, designed to preserve and advance truth. We desire to create a safe, comfortable environment within our learning community and extend our academic and spiritual resources to all our students to foster academic maturity, spiritual growth, and character development.

While we acknowledge that some may disagree with various elements of the Honor Code, we expect our students to commit to respecting and upholding it while enrolled at Lighthouse Christian College.

Adherence to the principles and concepts established within facilitates the success of our students and strengthens the Lighthouse community.

Plagiarism

You must document all source material. If you take any text from somebody else, you must clarify whether it

is being quoted or paraphrased and where it comes from. You must also cite any sources from which you obtain numbers, ideas, or other material. If you have any questions about what constitutes plagiarism, ask! Plagiarism is a serious offense and will not be treated lightly. Fortunately, it is also easy to avoid, and if you are the least bit careful about giving credit where credit is due, you should not run into any problems.

Plagiarism is a serious violation of college policy. You will be reported to the office of academic affairs and subject to course failure, suspension, or possible expulsion if you are found guilty of plagiarism.

Use of Artificial Intelligence (AI)

When using AI in an academic environment, it is crucial to consider various ethical issues and adhere to best practices to ensure integrity and fairness. Here are some key ethical considerations and best practices:

• Academic Integrity: Ensure that the use of AI does not result in plagiarism or cheating. AI tools should **assist** in learning and research rather than replace genuine student effort.

• Bias and Fairness: Be aware of potential biases in AI algorithms. Ensure that the AI tools used do not perpetuate or amplify biases in data, which can lead to unfair outcomes.

• Transparency: Be transparent about using AI in assignments and research. Clearly document how AI tools have been used and ensure that their contributions are acknowledged.

• Accountability: Students and educators should take responsibility for AI-generated outputs. It's essential to evaluate AI-generated content critically rather than accept it at face value.

• Supplement, Don't Replace: Use AI to supplement your learning and research efforts. AI should be a tool to enhance understanding and efficiency, not a substitute for your work.

• Verify AI Outputs: Always verify the information and results produced by AI tools. Cross-check with reliable sources and use critical thinking to assess the accuracy and relevance.

• Acknowledge AI Assistance: Acknowledge any AI tools used when submitting assignments or research. This transparency upholds academic integrity and provides context for your work.

• Understand Limitations: Be aware of the limitations of the AI tools you are using. Understand their capabilities and constraints to use them effectively and appropriately.

• Seek Guidance: If you are unsure about the ethical use of AI in your work, seek guidance from instructors or academic advisors. They can provide insights and help you navigate any uncertainties.

All written assignments, including discussion forum posts, will be submitted to three Artificial Intelligence Detection tools. Assignments that return results with over 35% AI-generated or AI-generated and AI-refined will be returned to the student to be rewritten. Students have one week to resubmit the corrected assignment. If they do not resubmit within 7 days, they will receive a zero for that assignment. Only Assignments that return results of 65% or higher "Human Written" will be accepted.

Consequences: Students who are guilty of academic violations concerning the use of Artificial Intelligence (AI) can expect to be penalized.

Disability Assistance

Students with a disability and those with medical conditions associated with pregnancy may contact the College or the Instructor for accommodations.

Formatting
All written assignments must be submitted using Microsoft Word. There are no exceptions to this rule. Documents should be proofread to avoid spelling and grammatical mistakes. Written assignments will be evaluated based on "quality" and not simply "quantity." In addition, all written assignments should adhere to the following guidelines:

- Spacing: double-spaced
- Font: 12 point (size);
- The title of the assignment is centered on the first page, followed by the student's name in the next line.
- Documentation for all references and in-text citations using APA or MLA style
- Accurate spelling and grammar.

Section 3: Course Outline/Schedule – *Instructors, you have 12 weeks. You are expected to post at least 10 lessons, 10 discussions, two or more quizzes or tests, and 10 assignments, including written papers, a midterm exam or essay in week 6, and a final exam or essay in week 12. Include all course assignments and a grading schema. This should include details about each assignment and assignment type, the number of major assignments and course activities corresponding to the course learning outcomes and grading policy, how much value they carry, and how the final score is calculated. Also, include a grading scale explaining how the course's final score translates to a letter grade. Suppose the publisher of the required course textbook offers materials (such as PowerPoints, videos, or any other materials/tools to enhance the students' lessons). In that case, you must use these lesson enhancement materials in your weekly lessons. Rubric information and how tests/quizzes are secured (if applicable) should be included.*

List each assignment, including location, URL, and/or page numbers.

Week One … Lesson 1, reading, lesson enhancement materials, assignment, discussion

Week Two … Lesson 2 repeat

Week Three … Lesson 3, reading, lesson enhancement materials, assignment, discussion, quiz

Week Four … Lesson 4

Week Five … Lesson 5

Week Six … Lesson 6: Midterm exam or essay. There is no discussion board.

Week Seven … Lesson 7

Week Eight … Lesson 8

Week Nine … Lesson 9, reading, lesson enhancement materials, assignment, discussion, quiz

Week Ten … Lesson 10

Week Eleven … Lesson 11

Week Twelve … Lesson 12: Final exam or essay. There is no discussion board.

Student Course Evaluation

To help LCC assess the effectiveness of our courses and instructors, all students must complete the course evaluation at the end of the semester.

When you receive an evaluation for this course, you are required to complete it.

Official Withdrawal

The College Catalog on page three indicates the last day to officially withdraw from this course. Please consult the [Registrar's Office](#) for details before the withdrawal date.

Netiquette

Courses require engagement with the online course platform. When utilizing the online course platform, students and instructors must demonstrate netiquette.

General Rules of Netiquette

- Make your messages easier to read by making your paragraphs concise.
- **DO NOT SHOUT - TYPING IN ALL CAPS**.
- Utilize humor in appropriate forms. Avoid hostile, abusive, libelous, or rude comments. No vulgar, sexist, racist, biased, or other objectionable language will be tolerated.
- Reinforce others in the course (e.g., "Good presentation!" or "Thanks for the feedback."). Valid criticism is acceptably expressed in the form of thoughtful alternatives. Do not insult or "flame" others.
- Think twice and send once. The old carpenter's adage to measure twice and cut once holds great value here. Once you send something not well-thought-out, you will find it difficult and time-consuming to recover. Think about what you want your peers and the professor to think about you.
- Use spell-check and [grammar-check tools](#). The little errors commonly accepted in email or text messaging with friends and family are distracting and inappropriate in a college discussion forum.
- In an online discussion forum, debate is welcome, but be tactful in responding to others. Remember that there's a person (or a whole class) at the receiving end of your post.
- If you quote a previous post (by using the reply function, for example), quote only enough to make your own point.
- If you want to get in touch with only one person in the class, send a message to that individual's e-mail address, not to the entire discussion board.

Basic courtesy goes a long way to a good online experience. Respond politely and promptly, be patient, and expect that differences in knowledge, experience, and background may require extra effort to succeed in the communication portion of the course. Value differences, ask clarifying questions, and do not focus on confrontation.

Utilize prayer and biblical relationship principles as needed. Involve the instructor when an appeal to community leadership is needed.

ESSAY GRADING RUBRIC

Scoring Criteria	Exemplary (25-20)	Proficient (19-13)	Emerging(6-12)	Incomplete (5-0)
Ideas	The essay • has a clear and strongly maintained central idea to focus the essay • uses a range of well-chosen, relevant, and sufficient evidence to create a vivid sense of personal cultural identity.	The essay • has an adequately maintained central idea to focus the topic • uses a sufficient range of evidence to develop the explanation of cultural identity.	The essay • has an unclear or insufficiently maintained central idea and lacks focus • uses vague, irrelevant, or insufficient evidence to develop the explanation of cultural identity.	The essay • is not coherent and does not clearly maintain a central focus • provides little or no evidence to support or develop an explanation of cultural identity.
Structure	The writer • uses an effective organizational strategy that creates clarity and cohesion • introduces ideas smoothly, links them logically, and provides a satisfying conclusion • uses appropriate and varied transitions.	The writer • uses an adequate organizational strategy that creates a sense of completeness • introduces ideas, links them adequately, and provides a conclusion • uses some varied transitions.	The writer • uses an inconsistent or confusing organization • does not introduce, link, and/or conclude ideas • uses weak, repetitive, or insufficient transitions.	The writer • uses a confusing organization or does not organize ideas at all • does not link ideas • uses weak or no transitions.
Use of Language	The writer • uses precise language and appropriate vocabulary to create a distinctive tone of voice • demonstrates strong command of conventions of grammar, usage, capitalization, punctuation, and spelling.	The writer • uses appropriate vocabulary and maintains an appropriate tone/voice • demonstrates adequate command of conventions; errors in grammar, usage, capitalization, or spelling do not interfere with meaning.	The writer • uses inappropriate or simple vocabulary that does not maintain a consistent tone/voice • demonstrates insufficient command of conventions; errors in grammar, usage, capitalization, or spelling interfere with meaning.	The writer • uses inappropriate vocabulary and does not maintain a consistent or appropriate tone/voice • demonstrates little command of conventions; numerous errors in grammar, usage, capitalization, or spelling interfere with meaning.

Video Presentation Grading Rubric

	1	2	3	4
Content: Did the presentation have valuable material?	Presentation contained little to no valuable material.	Presentation had comments where valuable material was present but as a whole content was lacking.	Presentation had a good amount of material and benefited the class.	Presentation had an exceptional amount of valuable material and was extremely beneficial to the class.
Technology: *Did the chosen technology contribute to the presentation?* Did the data presented match the content of the assignment?	The technology was not useful, lacked function, and/or did not contribute to the content of the presentation	Valuable material was presented. However, the level of proven work lacked rigor	The presentation had adequate and accurate data, and the technology presented benefited the class.	Technology was utilized for the presentation, and it flowed with the assigned content, providing students with valuable information.
Organization: Was the presentation well organized and easy to follow?	The presentation lacked organization and had little evidence of preparation.	There were minimal signs of organization or preparation.	The presentation had organized ideas but could have been much stronger with better preparation.	The presentation was well organized, well-prepared, and easy to follow.
Presentation: *Did the presenters speak clearly?* Did they engage the audience? Was it obvious the material had been rehearsed?	Presenters were unconfident and demonstrated little evidence of planning prior to the presentation.	Presenters were not consistent in the level of confidence/ preparedness they showed in the classroom, but they had some strong moments.	The presenters were moderately confident in their presentations; however, they were not as engaging as they could have been for the class.	The presenters were all very confident in their delivery and did an excellent job of engaging the class. Preparation was very evident.

Faculty (full-time and adjunct) Performance EVALUATION PROCESS

I.   Overview of the Process

The purposes of this evaluation are the following:

1. Assess and promote excellence in the teaching/learning process.

2. Meet the educational needs of students and the community by continually monitoring instructional performance.

3. Provide a constructive framework for evaluating faculty performance by identifying areas of strength and areas for improvement in instruction.

4. Provide a basis for professional growth and development.

II.   Components of the Faculty Evaluation System

A.   Student Evaluation of Instruction Form (see Student Evaluation form in Appendix)

The responses on Student Evaluation of Instruction Forms are correlated per item with the Faculty Self-Evaluation and the Supervisor Evaluation of Faculty. Each item on the evaluation is rated according to a Likert scale. The ratings on the Likert scale are as follows:

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

The average rating and the number of student responses for each rating on the scale are then totaled for each item on the evaluation. The student ratings are compared with the Faculty Self-Evaluation ratings, and a gap analysis is printed. This analysis is referred to as the Aggregate Response Report.

For each instructor, the gap analysis compares perceptions of students and perceptions of faculty. The gap analysis by section is discussed with each instructor during the evaluation process, specifically during the supervisor meeting, and a copy of the Aggregate Response Report is provided to each instructor.

An opportunity for written comments from students is provided at the end of the Student Evaluation of Instruction Form. These comments are not included in this Faculty Evaluation Process and are unavailable to anyone other than the instructor. The original Student Evaluation of Instruction Forms are returned to instructors for review of student comments, following the end of the semester in which the survey is administered.

B. Faculty Self-Evaluation Form

Individual faculty members rate themselves by completing the Faculty Self-Evaluation Form, being as objective and impartial as possible. Based upon self-evaluation findings or related areas of interest for self-improvement, the faculty member notes proposed professional development opportunities. The components of the Faculty Self-Evaluation Form are instructional performance, previous years' completed professional development, and proposed professional development. Additional comments are optional.

Timetable:

- Faculty Self-Evaluation Forms are provided at the end of the Spring term.
- Each instructor completes the Faculty Self-Evaluation Form, forwards it to their supervisor by the deadline, and schedules the formal evaluation conference with his/her supervisor.

C. Supervisor's Evaluation of Faculty Form

The Provost or division chair completes the Supervisor Evaluation of Faculty Form using the information from the gap analysis (Aggregate Response Report) between the Student Evaluation of Instruction and the Faculty-Self Evaluation Form, observation of instruction, review of syllabi, evaluation of other duties, feedback from department heads or other supervisors, and other appropriate sources. The evaluation items for the course instruction component of the Supervisor Evaluation of Faculty Form are the same as those on the Faculty Self-Evaluation Form. The supervisors may include written comments in their evaluation of each instructor. These comments increase the usefulness of the evaluation to aid instructors in their development and growth.

The division chair schedules a formal face-to-face conference with the instructor. The private meeting provides a forum for an open exchange of information. During this conference, the supervisor discusses performance and plans for professional growth with the instructor. Proposed action plans resulting from this conference are noted in the suggestions for the professional development section and are reviewed during the instructor's next evaluation.

If the instructor disagrees with the supervisor's ratings, the instructor has up to five working days to provide additional written comments listing and explaining his/her objections. These written comments are attached to the completed evaluation document, which is forwarded to the appropriate dean, if applicable, and then to the President. At the discretion of the President, a follow-up conference may be called between the instructor, the supervisor, and the President.

Timetable:

• April 1st - April 20th - Course observations are done, if necessary.

• May 15th- June 30th - Complete performance evaluation formal face-to-face evaluation conferences are held.

• By July 1st – Complete performance evaluation (Adjunct Faculty) formal face-to-face evaluation conferences are held.

• By July 20th– faculty are notified of re-hire.

III.   Procedures for the Annual Review of the Faculty Evaluation System

1. Immediately following the formal conference, both parties sign the Supervisor Evaluation of Faculty Form.

2. A copy of the completed document is given to the instructor to aid in professional development and enhancement of instruction.

3. The supervisor forwards the original document to the appropriate dean, if applicable, and then to the VP for review and signature.

4. Upon the signatures, signed copies of the evaluation document are provided to both the faculty member and to the Dean.

5. Originals are forwarded to the Human Resources Office to be placed in the instructor's personnel file.

6. Use student faculty evaluations.

ANNUAL PERFORMANCE EVALUATION
FACULTY - To be completed by the Supervisor

Name of Employee:	
Position: Full-time Faculty / Adjunct Faculty	
Date of Evaluation:	
Hire Date:	
Years in this position:	
Name of Evaluator:	

Note: All evaluations must be assessed against job descriptions in the Faculty and Staff Manual.
All faculty must complete a Self-Evaluation Form before being evaluated by their supervisor.

Online Faculty Evaluation Rubric

Evaluation Area	Exemplary (4)	Proficient (3)	Developing (2)	Needs Improvement (1)
1. Course Design & Organization	The course is exceptionally well-structured, with clear objectives, aligned activities, and intuitive navigation. The materials are current and fully accessible.	The course is organized with clear objectives and mostly aligned materials. Navigation is generally intuitive.	The course is somewhat disorganized. Objectives and materials may lack full alignment or clarity.	The course lacks a clear structure; objectives, materials, or navigation are confusing or incomplete.
2. Content Delivery & Instructional Presence	Demonstrates strong online teaching presence through consistent, meaningful interaction (e.g., video updates, Zoom group sessions, announcements, discussions). Instruction is highly engaging and clear.	Maintains regular online presence through announcements, responses, and discussions. Instruction is clear and consistent.	Online presence is inconsistent. Limited interaction or unclear instructional materials.	Little or no presence in the online environment. Students may experience confusion due to a lack of guidance.
3. Student Engagement & Responsiveness	Actively engages students through thought-provoking discussions and timely feedback. Responds to all inquiries within 24 hours.	Encourages participation and provides timely feedback. Responds to most inquiries within 48 hours.	Provides limited engagement opportunities. Feedback or responses are often delayed or brief.	Rarely engages students. Feedback is minimal or not provided; inquiries go unanswered.
4. Assessment & Feedback	Assessments are varied, fair, and aligned with outcomes. Provides rich, constructive feedback that supports learning.	Assessments are aligned with learning outcomes. Feedback is clear and supportive.	Assessments are basic or poorly aligned. Feedback is minimal or inconsistent.	Assessments are unclear or inappropriate. Feedback is lacking or not provided.
5. Integration of Christian Worldview	Consistently integrates biblical principles in teaching, content, and discussion in a thoughtful, relevant manner.	Includes Christian worldview elements aligned with course content and mission.	Occasional or superficial integration of a Christian perspective.	A Christian worldview is missing or poorly integrated into the course.
6. Use of Technology Tools	Effectively uses LMS tools and educational technology (e.g., video, forums, quizzes, chat) to enhance learning.	Uses basic LMS tools competently to deliver instruction.	Struggles to use LMS tools or avoids integrating additional technology.	Unable or unwilling to use LMS tools effectively; may negatively impact student experience.

Evaluation Area	Exemplary (4)	Proficient (3)	Developing (2)	Needs Improvement (1)
7. Professionalism & Communication	Demonstrates excellent professionalism, clear communication, and alignment with college values. Maintains positive student rapport.	Professional and respectful communication with students. Meets basic expectations for timeliness and tone.	Occasional lapses in professionalism or communication clarity.	Frequent communication issues or unprofessional tone with students.
8. Commitment to Continuous Improvement	Actively seeks feedback, engages in professional development, and reflects on teaching practices.	Participates in required training and responds to feedback. Shows interest in improving.	Minimal engagement with feedback or training. Limited interest in improvement.	Resistant to feedback and avoids development opportunities.

Scoring Guide:

28–32: Exemplary – Strong evidence of excellence in online instruction. **21–27:** Proficient – Meets expectations; effective performance with room for growth. **14–20:** Developing – Needs targeted improvement in key areas. **8–13:** Needs Improvement – Significant concerns; intervention required. **Total Score _____ of 32.**

Exceeds Expectations	indicates high performance that exceeds usual expectations
Meet Expectations	indicates performance that meets what is expected
Needs Improvement	indicates that responsibilities are not being met as well as expected and in need of immediate improvement
Not Applicable	Activities during the evaluation period did not allow a proper evaluation (mark this next to the standard of measure)

I. Interacts with the online class frequently – participates in the weekly discussions.

     Rating: __ Exceeds Expectations   __ Meets Expectations   __ Needs Improvement

II. Teaches appropriate course material related to the course content.

     Rating: __ Exceeds Expectations   __ Meets Expectations   __ Needs Improvement

III. Organizes classes around goals set forth in the generic syllabus.

     Rating: __ Exceeds Expectations   __ Meets Expectations   __ Needs Improvement

IV. Assigns grades based on students' demonstrated understanding of course content

     Rating: __ Exceeds Expectations   __ Meets Expectations   __ Needs Improvement

V. Demonstrates respect to students.

     Rating: __ Exceeds Expectations   __ Meets Expectations   __ Needs Improvement

VI. Exhibits collegiality towards colleagues.

     Rating: __ Exceeds Expectations   __ Meets Expectations   __ Needs Improvement

VII. Provides reasonable accommodations according to ADA guidelines.

Rating: __ Exceeds Expectations   __ Meets Expectations   __ Needs Improvement

VIII.   Uses a variety of teaching tools and strategies to enhance instruction.

Rating: __ Exceeds Expectations   __ Meets Expectations   __ Needs Improvement

IX.   Uses a variety of assessment strategies, including retention and pass rates, to improve student success and to enhance instruction.

Rating: __ Exceeds Expectations   __ Meets Expectations   __ Needs Improvement

X.   Participates in the resolution of student complaints.

Rating: __ Exceeds Expectations   __ Meets Expectations   __ Needs Improvement

XI.   Performs advisement and registration duties as assigned.

Rating: __ Exceeds Expectations   __ Meets Expectations   __ Needs Improvement

XII.   Advises students consistent with the assignment.

Rating: __ Exceeds Expectations   __ Meets Expectations   __ Needs Improvement

XIII.   Submits, posts, and keeps regular required office hours.

Rating: __ Exceeds Expectations   __ Meets Expectations   __ Needs Improvement

XIV.   Submits grades, forms, etc. consistently and on time (within one week of student submission).

Rating: __ Exceeds Expectations   __ Meets Expectations   __ Needs Improvement

XV.   Serves on division committees consistent with similar faculty.

Rating: __ Exceeds Expectations   __ Meets Expectations   __ Needs Improvement

XVI.   Regularly attends division and department meetings.

Rating: __ Exceeds Expectations   __ Meets Expectations   __ Needs Improvement

XVII.   Regularly attends convocation and graduation.

Rating: __ Exceeds Expectations   __ Meets Expectations   __ Needs Improvement

Summary of student evaluations—attach summary of scores and typed comment (provided by Division Office):
Summary of course observations—attach observation forms and comments:
Summary of self-evaluation—attach self-evaluation report:
Evaluates comments, attach a separate sheet if necessary:

NOTE: I have been presented _____pages of this evaluation (and a copy of the Self-Evaluation with Aggregate Data). A signature indicates that this evaluation has been read and discussed with the evaluator. It does not imply agreement. If the administrator desires, they may submit a reply to this evaluation. This must be done within 48 hours of receiving the evaluation.

_____   _____

Evaluator Signature   Date

_____   _____

Faculty (Signature)   Date

COMMENTS:

ANNUAL PERFORMANCE SELF-EVALUATION
FACULTY SELF-EVALUATION FORM (PART A)

Name of Employee: _____

Position: Full-time Faculty / Adjunct Faculty _____

Date of Evaluation: _____

Hire Date: _____

Years in this position: _____

Name of Evaluator: _____

Note: All evaluations must be assessed against job descriptions in the Human Resource Manual.
All faculty must complete a Self-Evaluation Form prior to being evaluated by their supervisor.

Evaluation Area	Exemplary (4)	Proficient (3)	Developing (2)	Needs Improvement (1)
1. Course Design & Organization	The course is exceptionally well-structured, with clear objectives, aligned activities, and intuitive navigation. The materials are current and fully accessible.	The course is organized with clear objectives and mostly aligned materials. Navigation is generally intuitive.	The course is somewhat disorganized. Objectives and materials may lack full alignment or clarity.	The course lacks a clear structure; objectives, materials, or navigation are confusing or incomplete.
2. Content Delivery & Instructional Presence	Demonstrates strong online teaching presence through consistent, meaningful interaction (e.g., video updates, Zoom group sessions, announcements, discussions). Instruction is highly engaging and clear.	Maintains regular online presence through announcements, responses, and discussions. Instruction is clear and consistent.	Online presence is inconsistent. Limited interaction or unclear instructional materials.	Little or no presence in the online environment. Students may experience confusion due to a lack of guidance.
3. Student Engagement & Responsiveness	Actively engages students through thought-provoking discussions and timely feedback. Responds to all inquiries within 24 hours.	Encourages participation and provides timely feedback. Responds to most inquiries within 48 hours.	Provides limited engagement opportunities. Feedback or responses are often delayed or brief.	Rarely engages students. Feedback is minimal or not provided; inquiries go unanswered.
4. Assessment & Feedback	Assessments are varied, fair, and aligned with outcomes. Provides rich, constructive feedback that supports learning.	Assessments are aligned with learning outcomes. Feedback is clear and supportive.	Assessments are basic or poorly aligned. Feedback is minimal or inconsistent.	Assessments are unclear or inappropriate. Feedback is lacking or not provided.
5. Integration of Christian Worldview	Consistently integrates biblical principles in teaching, content, and discussion in a thoughtful, relevant manner.	Includes Christian worldview elements aligned with course content and mission.	Occasional or superficial integration of a Christian perspective.	A Christian worldview is missing or poorly integrated into the course.
6. Use of Technology Tools	Effectively uses LMS tools and educational technology (e.g., video, forums, quizzes, chat) to enhance learning.	Uses basic LMS tools competently to deliver instruction.	Struggles to use LMS tools or avoids integrating additional technology.	Unable or unwilling to use LMS tools effectively; may negatively impact student experience.
7. Professionalism & Communication			Occasional lapses in	Frequent communication

Evaluation Area	Exemplary (4)	Proficient (3)	Developing (2)	Needs Improvement (1)
	Demonstrates excellent professionalism, clear communication, and alignment with college values. Maintains positive student rapport.	Professional and respectful communication with students. Meets basic expectations for timeliness and tone.	professionalism or communication clarity.	issues or unprofessional tone with students.
8. Commitment to Continuous Improvement	Actively seeks feedback, engages in professional development, and reflects on teaching practices.	Participates in required training and responds to feedback. Shows interest in improving.	Minimal engagement with feedback or training. Limited interest in improvement.	Resistant to feedback and avoids development opportunities.

Exceeds Expectations	indicates high performance that exceeds usual expectations
Meet Expectations	indicates performance that meets what is expected
Needs Improvement	indicates that responsibilities are not being met as well as expected and in need of immediate improvement
Not Applicable	Activities during the evaluation period did not allow a proper evaluation

I.   Interacts with the online class frequently – participates in the weekly discussions.

Rating: __ Exceeds Expectations   __ Meets Expectations   __ Needs Improvement

II.   Teaches appropriate course material related to the course content.

Rating: __ Exceeds Expectations   __ Meets Expectations   __ Needs Improvement

III.   Organizes classes around goals set forth in the generic syllabus.

Rating: __ Exceeds Expectations   __ Meets Expectations   __ Needs Improvement

IV.   Assigns grades based on students' demonstrated understanding of course content

Rating: __ Exceeds Expectations   __ Meets Expectations   __ Needs Improvement

V.   Demonstrates respect to students.

Rating: __ Exceeds Expectations   __ Meets Expectations   __ Needs Improvement

VI.   Exhibits collegiality towards colleagues.

Rating: __ Exceeds Expectations   __ Meets Expectations   __ Needs Improvement

VII.   Provides reasonable accommodations according to ADA guidelines.

Rating: __ Exceeds Expectations   __ Meets Expectations   __ Needs Improvement

VIII.   Uses a variety of teaching strategies and tools to enhance instruction.

Rating: __ Exceeds Expectations   __ Meets Expectations   __ Needs Improvement

IX.   Uses a variety of assessment strategies, including retention and pass rates, to improve student success and to enhance instruction.

       Rating: __ Exceeds Expectations   __ Meets Expectations   __ Needs Improvement

X.   Participates in the resolution of student complaints.

       Rating: __ Exceeds Expectations   __ Meets Expectations   __ Needs Improvement

XI.   Performs advisement and registration duties as assigned.

       Rating: __ Exceeds Expectations   __ Meets Expectations   __ Needs Improvement

XII.   Advises students consistent with assignment.

       Rating: __ Exceeds Expectations __ Meets Expectations __ Needs Improvement __N/A

XIII.   Submits, posts, and keeps regular required office hours.

       Rating: __ Exceeds Expectations   __ Meets Expectations   __ Needs Improvement

XIV.   Submits grades, forms, etc. consistently and on time (within one week of student submission).

    Rating: __ Exceeds Expectations   __ Meets Expectations   __ Needs Improvement

XV.   Serves on division committees consistent with similar faculty.

    Rating: __ Exceeds Expectations __ Meets Expectations __ Needs Improvement __N/A

XVI.   Regularly attends division and department meetings.

       Rating: __ Exceeds Expectations __ Meets Expectations __ Needs Improvement __N/A

XVII.   Regularly attends convocation and graduation.

       Rating: __ Exceeds Expectations __ Meets Expectations __ Needs Improvement __N/A

IV.   What were your major professional challenges this academic year (or semester)?

V.   How do you plan on addressing these challenges in the future?

VI.   What professional development activities did you participate in over the past months?

VII.   What professional development activities do you anticipate pursuing in the near future?

VIII.   What support do you need from the institution in order to accomplish your goals related to teaching, professional responsibilities, and/or professional development?

Please attach a copy of your course evaluation summary sheet (for all sections/courses taught), and email them with this form to the Office of Academic Affairs by [Insert Month/Day/Year].

_____   _____
Faculty (Signature)   Date

COMMENTS:

FACULTY SELF-EVALUATION II

Faculty Self-Evaluation Forms are provided during the Spring term. Each instructor completes the Faculty Self-Evaluation Form, forwards it to their supervisor, and schedules the formal evaluation conference with his/her supervisor.

Individual faculty members rate themselves by completing the Instructor Self-Evaluation Form, being as objective and impartial as possible. Based upon self-evaluation findings or related areas of interest for self-improvement, the faculty member notes proposed professional development opportunities. The components of the Instructor Self-Evaluation Form are based on instructional performance, previous years' completed professional development, and proposed professional development. Additional comments are optional.

PURPOSE:
> This instrument aims to provoke instructor reflection about assumptions and priorities that affect teaching. No set "right" answers exist, and value judgments are not attached to a particular score. The goal is to encourage encounters with ideas and assumptions that inform the practice of instruction.

ADMINISTRATION:
> Instructors can complete this form at almost any juncture. Answers may be determined based on instructional activities in each class or on the general approach taken to teaching. The objective here is self-evaluation. The results need to be shared, so honesty is encouraged.

SOURCE:
This instrument was developed by the Measurement and Research Division of the Office of Instructional Resources at the University of Illinois Urbana. It may be used whole or partly if credit is given to this source. The Instructional Development Program at The Pennsylvania State University has revised directions and scoring instructions.

DIRECTIONS:
The following are several statements describing aspects of college teaching. Examine the items in each set and rank them from 1 to 4 according to the degree to which they apply to your beliefs about teaching generally or your attitudes towards a course specifically. In responding, first examine the set and find the item that describes you or your course MOST and assign a rank of 1 to that statement. Then decide which statement describes you or your course second best, assign a rank of 2 to that item. Do likewise with the two remaining statements, assigning them ranks of 3 and 4, respectively. If you find some items difficult to rank, show your choice if you had to choose. You must assign a different rank to each item and complete all sets to score the instrument.

INSTRUCTOR SELF-EVALUATION TEACHING DEVELOPMENT FORMS

SET 1

_____ a. I present thought-provoking ideas.
_____ b. I am sympathetic towards and considerate of my students.
_____ c. I assist students in appreciating things they did not appreciate before.
_____ d. I am interested in and concerned with the quality of my teaching.

SET 2

_____ a. My students feel the efforts they make in the course are worthwhile.
_____ b. I am aware of students' needs.
_____ c. I raise challenging questions or problems in class.

_____ d. I make every effort to improve the quality of students' achievement in my course.

SET 3

_____ a. I encourage students to share in class their knowledge, opinions, and experiences.
_____ b. I help students become aware of the implications of the course's subject matter in their life.
_____ c. I remind students to come to me for help whenever it is needed.
_____ d. I analyze previous course experience to improve my teaching.

SET 4

_____ a. I take an active, personal interest in improving my instruction.
_____ b. I stimulate and answer questions.
_____ c. I relate to students easily.
_____ d. I help students to develop the ability to marshal or identify main points or central issues.

SET 5

_____ a. I organize my course well.
_____ b. I am knowledgeable about related areas aside from my own.
_____ c. I stimulate students' appreciation for the subject.
_____ d. I get along well with students.

SET 6

_____ a. I restate questions or comments to clarify.
_____ b. I try to make every course the best every time.
_____ c. I am sensitive to students' feelings.
_____ d. I promote students' satisfaction in learning the subject matter.

SET 7

_____ a. My students gain new viewpoints and appreciation.
_____ b. I have zest and enthusiasm for teaching.
_____ c. I develop a sense of mutual respect with students.
_____ d. I present clear and relevant examples in class.

SET 8

_____ a. I find teaching intellectually stimulating.
_____ b. I make students feel at ease in communicating with me.
_____ c. I stimulate students' interest in the subject.
_____ d. I answer questions as thoroughly and precisely as possible.

SET 9

_____ a. I coordinate different activities of my course well.
_____ b. I look forward to course discussions.
_____ c. I enjoy having students come to me for consultation.

_____ d. My students feel that they can recognize good and poor reasoning or arguments in the field.

SET 10

_____ a. I try to function creatively in teaching my course.
_____ b. I encourage students to participate.
_____ c. I actively help students who are having difficulties.
_____ d. I stimulate students' intellectual curiosity.

SET 11

_____ a. I meet with students informally when necessary.
_____ b. I make the objectives of the course clear.
_____ c. I try to make every course the best every time.
_____ d. My students become motivated to study and learn.

Instructor Signature: _____
Date: _____

COMMENTS:

FACULTY SELF-EVALUATION INSTRUMENT & AGGREGATE RESPONSE REPORT

PART B: FACULTY SELF-EVALUATION FORM TO BE COMPLETED BY SUPERVISOR

FACULTY SELF-EVALUATION INSTRUMENT & AGGREGATE RESPONSE REPORT
Instructor's Name:
Semester, Year:
Course (Please only do one per course, not section):

5=Strongly Agree   4=Agree   3=Neutral   2=Disagree   1=Strongly Disagree

	INSTRUCTOR					STUDENTS' RESPONSE				
	5	4	3	2	1	5	4	3	2	1
1. The instructor gave substantive feedback on assignments.										
2. The instructor made assignments clear and concise.										
3. The instructor set clear standards for grading.										
4. The instructor graded fairly.										
5. The instructor checked to see if students understood the material.										
6. The instructor accepted feedback on improving the course and the class.										
7. The instructor organized and presented the subject matter well.										
8. The instructor specified clear objectives for what students would learn in the course.										
9. The instructor achieved the specified objectives of the course as outlined in the syllabus.										
10. The instructor was enthusiastic about the subject.										
11. The instructor was available outside of class.										
12. The instructor encouraged students' participation.										
13. The instructor participated frequently in the weekly discussions.										
14. The instructor properly notified students of syllabus changes.										
15. The instructor gave students a syllabus on the first day of the class.										
16. The required work was appropriate.										
17. The textbook was appropriate for the course.										
18. Overall, the class was taught effectively.										
19. Overall, the course met my expectations.										
20. This form adequately evaluates the course.										

Instructor Professional Development Plan (PDP):

This plan is designed to be created after the supervisor completes an annual instructor evaluation.

Instructor Professional Development Plan (PDP)
Academic Year: [Insert Year]
Instructor Name: _____
Course(s) Taught: _____
Department: _____
Supervisor: _____
Date of Evaluation Review: _____
Plan Period: From _____ to _____

I. Summary of Evaluation Feedback
(Completed by Supervisor)
A. Strengths Identified:
List areas of excellence observed during the evaluation, such as effective teaching strategies, integration of faith and learning, engagement with students, scholarship, or service.
1.
2.
3.
B. Areas for Growth:
List specific areas where improvement is encouraged or needed.
1.
2.
3.
II. Professional Development Goals

(Goals should be SMART: Specific, Measurable, Achievable, Relevant, and Time-bound)

Goal Area	Goal Statement	Action Steps	Resources/Support Needed	Timeline	Success Indicators
Teaching Effectiveness	e.g., Improve student engagement in online courses.	Redesign two discussion-based assignments to foster critical thinking.	Online teaching workshops, peer mentoring	Complete by Fall 2025	Improved student feedback and course evaluations
Faith Integration	e.g., Enhance integration of Biblical worldview in course content.	Attend a Christian worldview seminar; revise syllabus to include Scripture-based reflections.	Seminar funds, curriculum design support	By Summer 2025	Evidence of worldview integration in course materials
Scholarly Development	e.g., Engage in ongoing research within academic discipline.	Submit a paper to a peer-reviewed Christian journal.	Library access, writing coach	Submit by Dec 2025	Paper acceptance or peer feedback
Student Discipleship & Support	e.g., Strengthen mentoring relationships with students.	Host one virtual prayer/study group monthly.	Schedule flexibility, Zoom account	Throughout the year	Student participation logs, reflection notes

Other Development Goals

Goal	Area of Focus	Expected Outcome	Timeline
e.g., Enhance student engagement in discussions	Teaching Effectiveness	Increase the quality and quantity of student responses	By the End of Term 1
e.g., Integrate biblical worldview more consistently	Christian Worldview	Add scriptural reflections to all weekly lessons	Immediately

Development Activities & Resources

List the trainings, conferences, readings, or mentorships that will support the above goals.

Activity/Resource	Type	Provider	Timeline	Status
Attend LIRN training on digital research tools	Workshop (Online)	LIRN	January	Planned
Complete course on Online Pedagogy	Online Course	Populi LMS	February–March	Planned
Participate in peer mentoring with senior faculty	Mentorship	Internal	Ongoing	In Progress

III. Alignment with College Mission and Values
Describe how the above goals support Lighthouse Christian College's mission to provide Christ-centered academic excellence and discipleship.

IV. Support and Accountability
Supervisor's Support Commitments:
What resources, mentorship, or training will be offered to support the instructor?
1.
2.
3.

V. Assessment & Reflection
To be completed during the next annual review with the Academic Dean or Program Chair.

What goals were achieved?

What challenges were encountered?

How has your teaching changed as a result of this PDP?

Recommendations for future development:

Check-in Schedule:

- ☐ Fall Progress Review (Date: _____)
- ☐ Spring Progress Review (Date: _____)

VI. Signatures and Acknowledgments

Instructor Signature: _____
Date: _____

Supervisor Signature: _____
Date: _____

OTHER COMMENTS:

STUDENT TEACHER EVALUATION FORM

Teaching Evaluation Form for Online Courses

Course Goals and Materials	1	2	3	4	5
The goals and objectives of the class are easily identifiable.	1	2	3	4	5
The instructor's development and presentation of material is consistent with the objectives.	1	2	3	4	5
The instructional materials are appropriate for the identified goals.	1	2	3	4	5
The instructional materials communicate ideas effectively.	1	2	3	4	5
The course uses a variety of online tools to facilitate student comprehension and engagement.	1	2	3	4	5

Communication and Instructor Presence	1	2	3	4	5
The instructor is visibly present in the course via frequent text, audio and/or visual communications.	1	2	3	4	5
The instructor creates a sense of community in the online course.	1	2	3	4	5
The instructor encourages students to interact with one another and with the instructor.	1	2	3	4	5
The instructor treats class members equitably and respectfully.	1	2	3	4	5
The instructor responds constructively to student questions, opinions and other input.	1	2	3	4	5

Method of Instruction	1	2	3	4	5
The course material is presented in an organized manner.	1	2	3	4	5
The course content is appropriate to course level	1	2	3	4	5
The instructor's explanations are clear.	1	2	3	4	5
The instructor demonstrates appropriate depth of knowledge of course subject.	1	2	3	4	5
The instructor makes the subject matter meaningful through the use of examples and applications.	1	2	3	4	5
The instructor includes examples relevant to student experiences and course content.	1	2	3	4	5
The instructor explains difficult terms, concepts or problems in more than one way.	1	2	3	4	5
The instructor relates the subject of the class to previous and future topics.	1	2	3	4	5
The instructor relates assignments to course content.	1	2	3	4	5

Feedback	1	2	3	4	5
The instructor provides feedback in sufficient time for students to progress.	1	2	3	4	5
The instructor provides constructive and balanced feedback that acknowledges strengths as well as areas for improvement.	1	2	3	4	5
The instructor requests student feedback on the course (assignments, materials and/ or presentations).	1	2	3	4	5

Promotes Active Learning	1	2	3	4	5
The instructor provides opportunities for students to engage in active learning (i.e., peer review, interactivesimulations, web research, experience-based projects, and multimedia presentations).	1	2	3	4	5
The instructor provides opportunities to engage meaningfully with other students.	1	2	3	4	5
The instructor provides opportunities for learning via self-assessment.	1	2	3	4	5

Summative Comments

Key:
1. Especially skillful performance.
2. Competent performance.
3. Adequate performance which might be improved.
4. Unsatisfactory performance which must be improved.
5. No basis for evaluation.

Scoring Guide

- **28–32:** Exemplary – Strong evidence of excellence in online instruction.
- **21–27:** Proficient – Meets expectations; effective performance with room for growth.
- **14–20:** Developing – Needs targeted improvement in key areas.
- **8–13:** Needs Improvement – Significant concerns; intervention required.

Evaluator Comments:
(To be completed by supervisor)

- **Strengths Observed:**

- **Areas for Growth:**

- **Recommended Professional Development:**

Review and Improvement Mechanism

- Upon completion of the annual evaluation, a **Faculty Review Conference** is held between the faculty member and their supervisor.

- The purpose is to:
  - Review findings from all components of the evaluation.
  - **Celebrate strengths and recognize areas of excellence.**
  - Identify areas for growth and collaborate on a Professional Development Plan.
  - Set SMART goals for the coming year.

PROCEDURES FOR ANNUAL REVIEW OF THE FACULTY EVALUATION SYSTEM

1. Immediately following the formal conference, both parties sign the Supervisor Evaluation of Faculty Form.
2. The instructor is given a copy of the completed document to aid in professional development and enhance instruction.
3. If applicable, the supervisor forwards the original document to the appropriate dean and then to the VP for review and signature.
4. Upon signature, signed copies of the evaluation document are provided to the faculty member and the Dean.
5. Originals are to be placed in the instructor's personnel file.

Confidentiality and Record-Keeping

All evaluation data are confidential and maintained in the faculty member's official file.
Summative evaluations may be used for contract decisions and institutional reporting.

Continuous Policy Improvement

This policy will be reviewed every three years or as needed to ensure relevance, compliance with TRACS standards, and alignment with best practices in online Christian higher education.

Administrative Staff Evaluation

Employee Name: _____
Supervisor: _____
Evaluation Period: _____
Date: _____

Performance Evaluation

Performance Area	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (2)	Unsatisfactory (1)	Score
1. Job Knowledge	Expert-level: Learns independently, anticipates needs, and shares knowledge	Understands all duties and procedures	Limited knowledge or training gaps	Lacks job knowledge	
2. Quality of Work	Highly accurate, timely, and thorough	Consistently reliable and meets standards	Occasionally misses details or deadlines	Work frequently contains errors	
3. Communication	Communicates clearly, promptly, and respectfully	Communicates effectively with the team and stakeholders	Inconsistent or unclear communication	Poor, unprofessional, or delayed communication	
4. Initiative & Problem Solving	Proactively addresses issues and offers improvements	Responds effectively to problems	Needs prompting to address issues	Avoids responsibility or resists solutions	
5. Teamwork & Collaboration	Actively supports others; builds unity	Cooperates and works well with a team	Occasionally resistant to collaboration	Frequently uncooperative or negative	
6. Dependability & Timeliness	Exceeds deadlines, never misses tasks	Dependable and meets deadlines	Occasionally misses deadlines	Frequently unreliable	
7. Alignment with Mission	Clearly models Christian values in work ethic and conduct	Demonstrates respect for mission and values	Inconsistently reflects Christian principles	Disregards or contradicts institutional values	

Total Score: _____ / 28
Overall Rating:
☐ Exceeds Expectations (25–28)
☐ Meets Expectations (20–24)
☐ Needs Improvement (15–19)
☐ Unsatisfactory (Below 15)

Summary
Strengths:

_____
_____

Next Steps

☐ Continue in current role ☐ Additional training needed ☐ Follow-up review in ____ months
☐ Disciplinary or corrective action (explain):

_____
_____

_____

Summary of Feedback / Comments from Supervisor:

_____
_____
_____

Areas for Improvement: _____

Suggested Training/Support:

_____
_____
_____

Supervisor Signature: _____   Date: _____

Administrative Staff Self-Evaluation

Date: _____
Name: _____
Position: _____
Department: _____
Evaluation Period: _____

Job Performance Reflection

1. 1. What are your key accomplishments this year?

2. 2. What challenges did you encounter, and how did you address them?

3. 3. How have you contributed to the mission and values of Lighthouse Christian College?

4. 4. What areas of your performance would you like to improve?

5. 5. What support, training, or resources would help you be more effective in your role?

Signature: _____   Date: _____

Administrative Staff Professional Development Plan

Name: _____ Position: _____

Supervisor: _____ Date: _____

A. Development Goals

Goal	Focus Area	Expected Outcome	Timeline

B. Activities & Support

Activity/Training	Provider	Status	Notes

D. Reflection & Completion (to be reviewed at year-end)

What was achieved?

_____
_____
_____

What still needs improvement?

_____
_____
_____

Additional support needed:

_____
_____
_____

Employee Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

LIGHTHOUSE CHRISTIAN COLLEGE

Faculty Course Assessment Report - FCAR

Course Title:
Term Assessed:
Faculty Name:
Delivery Mode: Online

1. Course Overview:

Brief summary of the course's scope.

1. (a) Course Objectives:

2. Instructional Strategies Used:

Techniques, tools, or assignments used to teach course content.

3. Student Performance Summary:

General trends in grades, engagement, and assessment outcomes.

4. Identified Challenges:

Student or instructor obstacles (e.g., low engagement, technical difficulties).

5. Improvements Made or Proposed:

Actions taken or suggested for improving learning outcomes.

6. Faculty Reflection:

Instructor's personal insights or lessons learned.

7. Successes:

8. Personal Growth:

9. Looking Ahead:

What will you add or omit next semester?

10. Conclusion:

Faculty Responsibilities Agreement (08-05-2025)

I. Instructional Responsibilities

Weekly Student Engagement: I will provide consistent, meaningful, and timely responses to each one of my students' discussion board posts each week.

Biblical Worldview Integration: I will intentionally and clearly integrate a biblical worldview into all course assignments, discussions, and instructional materials.

Substantial Assignment Feedback: I will provide detailed, constructive written feedback (within one week) on all assignments to support academic development.

Source Citation Enforcement: I will require students to properly cite all sources in discussion board posts and written assignments (APA or other approved format), and I will address improper citation in accordance with college policy.
II.

Academic Integrity and Course Policy Compliance

Syllabus and Assessment Requirements: I will assign a Syllabus Quiz as a mandatory, graded Week 1 assignment.

Handbook and Policies Review: I confirm that I have read, understand, and agree to follow the current Faculty Handbook and Policies and Procedures Manual of Lighthouse Christian College.

Promotion of Library Resources: I will encourage students to utilize the college's online library and refer them to the college

Librarian for research support as needed.

III. Faculty Standing and Development

Voting Membership Acknowledgment: I understand that I am a voting member of the Faculty Committee and am expected to participate in faculty meetings and decisions.

Continuing Education Compliance: I affirm that I have completed and submitted all required faculty development and continuing education for the current academic year. I understand this is a condition for eligibility to teach.

I understand that Dr. Thompson serves as the Provost and Chief Academic Officer (CAO) of Lighthouse Christian College. I acknowledge that all academic policies, questions, or concerns should be directed to her office for guidance and resolution.

Faculty Signature: _____ Date:
Faculty Name: