



Faculty Handbook

2021-22 Version

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Faculty Handbook

Introduction

Bridges Christian College (BCC) is a private, coeducational, Bible college located in New Orleans, LA. The college emulates its Holiness/Pentecostal/Charismatic Christian heritage throughout its college community.

There is only one major (Biblical Studies) at Bridges Christian College. The BABS program consists of 129 academic hours and is a balanced curriculum committed to preparing people for Christian ministry in the 21st century.

The 129 hours provides a solid base for ministry or to move on the graduate school. The three semesters a year is designed for the major to be completed in three years so graduates can move straight to the harvest field whether home or abroad. Our dedicated faculty, all with accredited master's degrees and/or doctorates, is the key to the quality education of our students.

The faculty has been intensely involved in the design and implementation of the curriculum committing many hours in the establishment of the college. All syllabi are maintained on ABHE-Solutions. Three committees review the curriculum and address relevant issues. They are the committees on general education, bible/theology, and practical ministry. The committee on faculty evaluation exists to strengthen our faculty in the pursuit of academic excellence.

Various ways are used to be sure the college stays focused on quality education, seeking to improve student learning. These include course evaluations by students, faculty self-evaluation and peer evaluation through the assistance of the Committee on Faculty Review, assisting students in academic difficulty, regular review of the curriculum and its goals, basic evaluation of the student as related to the GPA, class attendance, student ministry success, chapel, work and class loads, and extra-curricular activities.

Students at risk academically are helped by faculty, the registrar's office, and student life personnel. A student having a D average midway through a semester is reported to the registrar's office. The student is then assisted in seeking to improve academically by one or all three of the following, professor, student life office, and the registrar's office. The student life office focuses on spiritual, social, and emotional needs. Available to students is a guide sheet called "Tips for Strengthening Your Grade."

Bridges Christian College History

Bridges Christian College was founded in 2011 by Dr. Mike Rakes in Winston-Salem, NC, and graduated its first class there in 2012. At the end of 2015, the school was taken over by Dr. Richard Miller as President, Rev. Anthony Freeman as Provost, and Rev. Justus Freeman as Vice President for Academic Affairs. The school moved its main campus to New Orleans, LA, restarted, and completely restructured by developing a new vision, new mission, new academic programs, new board of directors, new administration, and new faculty.

Under Dr. Miller's leadership, BCC has continued to establish classical Pentecostal doctrines and values grounded in God's Word, and since the school's restart in New Orleans, it has grown in influence and students, providing cutting-edge theological education that is completely debt-free. BCC is pleased to report that since 2016, 100% of all graduates are debt-free thanks to this educational model!

Under the current leadership, the school achieved applicant status with the Association for Biblical Higher Education in February 2017, and candidacy status in February 2021.

BCC is committed to providing Pentecostal, quality, theological education that is debt-free!

College Mission Statement

Bridges Christian College exists to cultivate the hearts and minds of Spirit-empowered leaders for ministry where Life and God connect.

Educational Philosophy

Bridges Christian College exists to cultivate the hearts and minds of Spirit-empowered leaders for ministry where life and God connect. Within scripture, the concept of discipleship and teaching has a rich Biblical provenance. At the very core of the matter, the ministry of teaching can be seen as one of the primary roles of the ministry. Ephesians 4:11 describes God's actions with respect to the five-fold ministry of the church as a gift to the church. The next verse also defines the purpose and intent of this gift as being: "to equip the saints for the work of ministry, for building up the body of Christ." (Eph 4:12) We, therefore, view our primary purpose as educators as fulfilling and facilitating God's provision for the church corporately through the gift of the role of the teacher to equip and build up the Body of Christ with the ultimate end goal being the fulfillment of the great commission by the student population of Bridges Christian College.

We further maintain that the complex nature of the Gospel dictates the need for an equally diverse means of teaching. This diversity in teaching aligns with our mission of cultivating the hearts and minds of Spirit-empowered leaders. The ministries within scripture show instruction through both effective communication and experiential learning. Bridges Christian College maintains the need for our students to learn through diverse instructional strategies, close relationships with instructors who are passionate about discipleship, and experiential learning using multicultural outreaches and in-context practicums specific to the unique divine calling of the student.

Bridges Christian College believes that the New Testament dictates a clear classical Pentecostal distinction for vocational, bi-vocational, and lay ministry levels. This aligns directly with our mission of cultivating the hearts and minds of Spirit-empowered leaders. The Pentecostal distinction is such that it is evident in all aspects and demonstrations of ministry described in the New Testament after the events in Acts 2. Because of this, we maintain unapologetically, unreservedly, and without compromise a traditional, biblical, and classical Pentecostal viewpoint

in all coursework, curriculum, and instruction that embraces the fullness of the movement of the Holy Spirit in the current modern ministry context. Because we operate from a traditional and Biblical perspective of Pentecostalism, we define our perspective of classical Pentecostalism by the experience of the subsequent work of grace that is the Baptism in the Holy Spirit as evidenced by the sign of speaking in tongues as the Spirit of God gives utterance. The purpose of Pentecostal gifts (Acts 2; 1 Cor 12; 14) given by the directive of Christ surrounding the fulfillment of the Great Commission (Acts 1:8; 2:1) drives our purpose in ministry and the mission of our students as they fulfill their divine calling.

We maintain that the Bible is absolute, complete, and total in its coverage. The Bible is the all-sufficient guide for faith and daily living and answers every issue faced by any society past, present, and future. This view of the inerrancy and infallibility of scripture serves as the foundation of our mission to cultivate the hearts and minds of Spirit-empowered leaders. As such, we believe that the Holy Scriptures offer solutions to every dynamic social issue that arises. Because of this, we maintain the following perspectives in our instruction and discipleship of future Christian leaders:

- We recognize the commandment of scripture love and respect all people. Our courses emphasize the need for our students to reach all people groups regardless of age, gender, or viewpoint. We also, however, simultaneously recognize and maintain Christ's commandments on loving God by keeping his commandments and statutes. Therefore, we maintain the need to love and respect without tolerating, affirming, or compromising on clearly defined issues by a traditional and literal interpretation of the Bible.
- Bridges Christian College seeks to help students have a Biblical and Spirit-led understanding of cross-cultural ministry in our increasingly diverse world. We recognize that racism and hatred are sins that are matters of the heart. These are directly in conflict with the totality of God's word and the love of God's heart. Christ demonstrated this robustly through his ministry, and this was demonstrated in the Pentecostal context as all who were present were Baptized in the Holy Spirit in Acts 2 regardless of race or gender. However, we choose to define the notion of equality through the aspect of Biblical equality as purchased by the blood of Jesus and the work of Christ on the Cross. Scripture clearly establishes the equal footing of all believers in the eyes of Christ. We, therefore, reject the need to pollute and diminish the robust Biblical definition of equality through definitions established by cultural trends, popular ideas, or societal initiatives and movements.
- Bridges College seeks to cultivate students' relational understanding of the deepest needs of humanity. We recognize the need for compassion, grace, and the meeting of needs and believe this to be the fulfillment of being the hands and feet of Jesus. We maintain a need to train our students to do this through both the theory presented in class and the hands-on application through college outreaches and individual practicums. We maintain the need to approach cultural movements and philosophies from a traditional, conservative, and Biblical worldview to preserve the integrity of the application of scripture to modern contexts.
- We believe that Christians and ministers of the Gospel should actively advocate for God's will and heart for all people. Yet, while we are sympathetic to the concerns of the hearts of those in our communities, we reject the need to ally ourselves with groups that promote hatred for one's enemies rather than love (Matthew 5:43-48), division rather than Christ-like unity (John 17), offense rather than forgiveness (Matthew 18:21-22), hostility rather than peacemaking (James 3:18), and dishonor rather than a display of the fruit of the Spirit (Galatians 5:13-26)

In conclusion, Bridges Christian College passionately cultivates hearts, minds, and Spirit-empowered leaders for ministry. We champion the preparation and equipping of Spirit-filled and empowered students to serve as leaders

in practical church ministry based on both biblical and contemporary principles and practices. We proudly operate from a position of biblical basis, Pentecostal distinction, and biblically defined traditional values. This position permeates and defines our collective worldview and is woven into the tapestry of all curriculum and instruction. Our strongest desire is to cultivate the hearts and minds of Spirit-empowered leaders for ministry where life and God connect.

Doctrinal Statement

Bridges Christian College holds to and is committed to the Doctrinal Statement of the Association of Biblical Higher Education. Other affiliations include various groups but not limited to The Assemblies of God. These various partnerships are to help populate the body of Christ with unapologetically “Spirit Driven” leaders with a passion for the lost. Bridges Christian College holds tightly to the following doctrines.

WE BELIEVE...

1. The Scriptures, both the Old and New Testaments, are verbally inspired of God and are the revelation of God to man, the infallible, authoritative rule of faith and conduct.
2. There is only One True God revealed in three persons...Father, Son, and Holy Spirit (commonly known as the Trinity).
3. in the Deity of the Lord Jesus Christ. As God’s son Jesus was both human and divine.
4. though originally good, Man Willingly Fell to Sin – ushering evil and death, both physical and spiritual, into the world.
5. Every Person Can Have Restored Fellowship with God Through ‘Salvation’ (trusting Christ, through faith and repentance, to be our personal Savior).
6. and practice two ordinances:
 - (1) Water Baptism by Immersion after repenting of one’s sins and receiving Christ’s gift of salvation, and
 - (2) Holy Communion (the Lord’s Supper) as a symbolic remembrance of Christ’s suffering and death for our salvation.
7. The Baptism in the Holy Spirit is a Special Experience Following Salvation that empowers believers for witnessing and effective service, just as it did in New Testament times.
8. The Initial Physical Evidence of the Baptism in the Holy Spirit is ‘Speaking in Tongues,’ as experienced on the Day of Pentecost and referenced throughout Acts and the Epistles.

9. Sanctification Initially Occurs at Salvation and is not only a declaration that a believer is holy but also a progressive lifelong process of separating from evil as believers continually draw closer to God and become more Christlike.

10. The Church has a Mission to seek and save all who are lost in sin. We believe ‘the Church’ is the Body of Christ and consists of the people who, throughout time, have accepted God’s offer of redemption (regardless of religious denomination) through the sacrificial death of His son Jesus Christ.

11. A Divinely Called and Scripturally Ordained Leadership Ministry Serves the Church. The Bible teaches that each of us under leadership must commit ourselves to reach others for Christ, to worship Him with other believers, to build up or edify the body of believers – the Church and to Meet human need with ministries of love and compassion.

12. Divine Healing of the Sick is a Privilege for Christians Today and is provided for in Christ’s atonement (His sacrificial death on the cross for our sins).

13. The Blessed Hope — When Jesus Raptures His Church Prior to His Return to Earth (the second coming). At this future moment in time all believers who have died will rise from their graves and will meet the Lord in the air, and Christians who are alive will be caught up with them, to be with the Lord forever.

14. The Millennial Reign of Christ when Jesus returns with His saints at His second coming and begins His benevolent rule over earth for 1,000 years. This millennial reign will bring the salvation of national Israel and the establishment of universal peace.

15. A Final Judgment Will Take Place for those who have rejected Christ. They will be judged for their sin and consigned to eternal punishment in a punishing lake of fire.

16. and look forward to the perfect New Heavens and a New Earth that Christ is preparing for all people, of all time, who have accepted Him. We will live and dwell with Him there forever following His millennial reign on Earth. ‘And so shall we forever be with the Lord.

See Appendix for a detailed breakdown of the BCC doctrinal statement.

Faculty Mission Statement

The faculty seeks to provide undergraduate instruction in practical ministry featuring a core curriculum in Bible and theology, general education, and professional studies supported with supporting concentrations aimed at cultivating the personal, spiritual, and academic growth of each student.

Departmental Goals:

- Seek to fulfill the biblical mandate of Christ and the apostles as it relates to a person's calling, formation, and ministry.
- A commitment to the mission, goals, objectives, statement of faith and program of Bridges Christian College.
- Secure and manage (in consultation with the president) qualified instructors who support the mission of the College.
- Provide professional development to enhance the quality of the instructional staff.
- Ensure an atmosphere of collegial excellence.
- Provide a level of academic quality which receives recognition from other Bible Colleges as to the validity of BCC's academic credits.
- Measure student outcomes to ensure that the Mission of the College is being fulfilled.
- Maintain an environment of assessment within all academic departmental units.

Objectives (Faculty and or Staff)

- BCC's Faculty will score above an average score of 3.0 on student class evaluations in any single category.
- BCC's Faculty and Staff (where appropriate) will work toward terminal degrees.
- BCC's Faculty and Staff will commit to a long-term relationship with BCC.
- BCC's Faculty and Staff will be committed to the assessment process of the college.
- BCC Faculty and Staff will be assessed in keeping with appropriate departmental assessment practices.

Objectives (Library and Media Center)

- BCC Library and Media Center's collections will focus upon collection resources that support the curriculum for both onsite and online students.
- BCC Library and Media Center will maintain access to the collection and Library/Media services during appropriate times for both onsite and online students.
- BCC Library and Media Center will maintain a staff, headed by an MLS/MLIS head librarian, that is knowledgeable about curriculum resources and other resource topics.
- BCC Library and Media Center will provide student training in the use of resource equipment, the collection's organization, utilization of the card catalog, and other policies and procedures.
- BCC Library and Media Center will be assessed in keeping with appropriate departmental assessment practices.

Objectives (Student)

- BCC students will score an average of 50 percentile on the Bible Knowledge test.
- BCC students will be prepared to continue their education at other institutions which offer B.A. degrees and higher.
- BCC students will be successful in their ministry leadership.
- BCC students will be rank in their academic skills within the national norms on standardized tests.
- BCC students will be assessed in keeping with appropriate departmental assessment practices.

Faculty Purpose

The purpose of the Bridges Christian College's faculty is to teach students Bible and theology and to prepare them for Christian ministry. The faculty shall demonstrate a standard for excellence which models spiritual growth and development, academic success, social graces and skills, moral and ethical behavior, and transparent living.

Job Description of the Faculty

While the college looks forward to the day when there are full-time faculty members, currently all faculty members are part-time. As the college grows, there will be full-time faculty. The goal is that once the college has seven full-time faculty, the seven will make up the core faculty with responsibility for fulfillment of policies and practices in the faculty handbook. Full-time faculty are expected to teach 12 to 15 semester hours per trimester. A list of the faculty, with their vita, shall be included in the College Catalog.

Timeline for establishing a full-time core faculty is to add one full-time faculty in the fall semester after BCC enrolls 50 full-time students. Core faculty will be added according to the priority of academic courses taught. For example, the first core faculty member will be a person with a strong background in Bible, theology or practical ministry. An additional full-time faculty shall be added with each additional 40 full-time students. The college's goal is to have seven full-time faculty when student enrollment reaches 290 full-time students. They will become the core faculty that have primary responsibility for the ongoing work of academics, specifically curriculum, student evaluation, library acquisition, academic policies, field education, and other concerns that will emerge.

The faculty shall have the right to adopt its own rules of procedure and amendments thereto and to operate thereby provided such rules shall be within the framework of the constitution and Bylaws of the college and amenable to the VPAA, the college administration and the Board of Directors.

Bridges Christian College search for faculty members includes those individuals qualified to teach in the areas of Bible, Theology, Missiology, General Education, Leadership, and Pastoral Studies. In addition to qualifications, it is necessary for the individual faculty member to engage in varied responsibilities related to the college, the academic program, the individual student, the classroom, and the college community. Interaction within the college's culture should first start with an unshakable commitment to Jesus Christ and the Word. This commitment forms the foundation for excellence in all things and a love and appreciation for all members of the Bridges Christian College community.

Faculty members will engage students who have elected to study course materials for which the faculty member is qualified, both physically or online venues. Faculty instruction shall conform to applicable administrative policies and procedures, course descriptions and syllabi, and instructional models sanctioned by the college.

College administration may call upon qualified faculty members to serve in an administrative role depending on the personnel needs of the college. Each faculty member is accountable directly to the Vice President for Academic Affairs.

Faculty Rules, Restraints, and Responsibilities

Interpersonal Relationships

Both the faculty and administration shall:

1. Love God, His Church, and individuals within the college community.
2. Support the College's doctrinal and philosophy of education statements, which reflects an evangelical persuasion and Pentecostal/Charismatic heritage.
3. Accept the responsibility of the Great commission (Matt. 28:19-20) by participating in the outreach ministries of the BCC community.
4. Practice righteousness and justice in dealing with one another, to help those in need, and to seek reconciliation when personal differences arise (Micah 6:8, Matt. 18:12-17).
5. Fulfill one's potential for spiritual growth by active, regular participation in the social, cultural, and spiritual life of the College, including worship opportunities within the BCC community and the local civic communities at home and abroad.
6. Disassociate from practices known to be morally wrong by biblical standards, such as drunkenness, gluttony, stealing, slanderous or profane language, all forms of dishonesty, occult practices, pornography and sexual sins (lust, premarital sex, adultery, homosexuality, etc.).
7. Refrain from gambling, the possession or use of alcoholic beverages, tobacco, non-medical narcotics or hallucinogenic drugs (including marijuana).
8. Guard against attitudes such as greed, jealousy, pride, bitterness, needless anger, an unforgiving spirit, harmful discrimination and prejudice such as that based on race, gender or socioeconomic status.
9. Refrain from a judgmental attitude toward colleagues or students whose lifestyle may conflict with your expectations of spiritual maturity.

College Academic & Faculty Relationships

Both the faculty and administration shall:

1. Engage in steps which maintain and increases faculty effectiveness.
2. Teach online or in person classes assigned to them by the Vice President for Academic Affairs.
3. Remain current in their appropriate field as to academic trends, models, contemporary developments, etc.; steadily seeking to improve one's personal and professional capabilities.
4. Develop course syllabi in accordance to college, departmental, and ABHE standards and requirements.
5. Give final exams in each course. Faculty are to create exams that measure knowledge, skills, and competency based on course objectives as well as the goals and objectives of the college spelled out in the college catalog and degree program.
6. Support the educational purposes and objectives of the college and participate in curriculum development.
7. Make scholastic and organizational recommendations and suggestions based upon solid research, evaluation, and accreditation process.
8. Develop a plan for evaluating their teaching and classroom methodology and student ability to grasp applied learning techniques.
9. Maintain high academic standards, assessing student progress in acquiring and implementing course knowledge, grammar/English/writing competencies and other skills and abilities related to the course criteria.
10. Respect the rights of students, but holding them accountable for their responsibilities.
11. Remain vigilantly aware of the varied and diverse cultural backgrounds and learning styles within each classroom.
12. Each faculty member shall be responsible for developing student library/media skills by designing course projects that require excellent library/media competencies. Faculty members should encourage and stimulate students to make adequate and meaningful use of the library.
13. Faculty members should suggest to the librarian necessary and useful books, magazines, technology improvements, and websites as well as assist in the design of library policy.

14. The faculty in session shall determine the admissions criteria and approve all student graduation requirements.
15. Through the Registrar's office, faculty may question the approval of a candidate for graduation. The Registrar, VPAA, and President shall make the final decision regarding candidates for graduation.
16. Be familiar with the contents of the College Catalog, the Faculty Handbook, Academic departmental handbook and College policies and procedures.
17. Attend and participate in faculty and committee meetings and events that are part of the college and academic calendars.
18. Provide annually to the VPAA a list of accomplishments and service to the college, church, and community.
19. Faculty members shall be responsible for any other duties that may be added from time to time.

Student Relationships

Both the faculty and administration shall:

1. Stimulate the student body in the pursuit of lifelong learning.
2. Develop and employ mentoring and academic advising skill for the benefit of assigned students; being available for consultation and counseling.
3. Respect the rights of students, but holding them accountable for their responsibilities.
4. Remain vigilantly aware of the varied and diverse cultural backgrounds and learning styles within each classroom.

Assessment & Evaluative Cultural Relationships

Both the faculty and administration shall:

1. The Faculty shall participate in fulfilling the standards of Association of Biblical Higher Education (ABHE); engage in regular assessment of college academic programs; and strive to achieve the standards of ABHE as they relate to all areas of the college community.
2. Support the educational purposes and objectives of the College.
3. Develop a plan for evaluating their teaching and classroom methodology and student ability to grasp applied learning techniques.
4. Improve teaching skills by effectively and positively responding to all evaluative instruments and procedures.
5. Provide annually to the VPAA a list of accomplishments and service to the college, church, and community.

Faculty Qualifications

All members of the faculty shall be practicing believers in the Christian faith, be persons of the Spirit based on Acts 2, committed to the mission of the college, and foster a biblical worldview.

The qualifications of each administrative officer and the faculty member shall be those given in First Timothy 3, Titus 1, and such other scriptures as teach the qualifications of church leaders. Their lives must aspire to be exemplary of Christian living, leadership, and spiritual role model.

Each administrative officer and the faculty member shall walk in a manner worthy of the calling wherewith they are called. They shall be men and women of faith according to Hebrews 11:6. "Without faith it's impossible to please God, for the one that comes to God must believe that he exists and rewards them that diligently seek him.

Faculty members should be committed to supporting the college prayerfully and financially, whenever possible, on a regular and systematic basis.

A faculty member must be actively involved in a local church in their community, in ministries of teaching or church leadership and evangelism, or in significant projects to meet the social needs of their local community or designated foreign field.

Each administrator or faculty member must agree with the college's tenets of faith and support and promote the college's Holiness, Pentecostal, and Charismatic heritage.

Bridges Christian College does not adhere to any gender restrictions on positions for its administrative personnel or faculty member and staff. All shall be evaluated by the same qualification, regulations, and responsibilities.

All members of the faculty shall be competent in their respective fields, mature, and skilled in teaching. **All faculty members must possess a minimum of a Masters Degree from an accredited institution of higher education and substantial experience in their specialized field(s). The degree-granting institution must be recognized and listed with accrediting agencies recognized by either the Council for Higher Education Accreditation (CHEA) or the U. S. Department of Education or by the appropriate provincial government. (Exceptions to faculty credential requirements should be limited and validated by personal vitae.)** A proven record of teaching abilities must be evident. All official faculty and administrator transcripts and vitae shall be kept in a secure fireproof vault on site.

The Association for Biblical Higher Education will permit a member college to engage the services, usually ad hoc, of an exceptional individual with stellar experience in non-Biblical or theological areas. This individual's expertise must be fully documented and made available in the Faculty section of the College Catalog. Example of this academic qualification exception is a world-class musician or literary arts personality, a pastor with extraordinary giftings (church planting, administration, counseling, life coach), or a brilliant entrepreneur.

All faculty are required to sign a yearly covenant agreement which confirms that the faculty member is in concurrence with the vision, mission, policies, and doctrinal stance of the school. Faculty are not to teach classes before they sign the agreement.

Voting Faculty Qualifications

1. To be considered as a "voting faculty member" or a faculty member who takes part in some of the decision making aspects of the program, the faculty member is to teach at least three classes per year.
2. Voting faculty" may also consist of cohort directors who possess a master's degree or higher.
3. All potential "voting faculty" must be voted upon for acceptance by current "voting faculty."

Faculty Hiring Procedures

1. The search for new faculty shall be through the office of the VPAA.
2. When the first full-time faculty is to be appointed, and thereafter, The Vice-President for Academic Affairs places advertisements to fill open faculty openings and or other notices in the appropriate locations to solicit responses for the faculty opening. Faculty openings may also be listed on the Internet through the college web page.
3. Any faculty committee shall have the right to make suggestions to the VPAA.

4. Faculty applicants shall submit the following documentation
 - a. Official Transcripts for all graduate degrees.
 - b. Curriculum vita.
 - c. References (may be in vita).
 - d. Completion of faculty questionnaire.
 - e. The applicant agrees with BCC policies and statement of faith by signing the covenant agreement.
5. The applicant meets with a faculty panel, chaired by an administrator.
 - a. The panel submits their recommendation to the V.P.A.A.
6. The applicant meets with the V.P.A.A. who makes the final decision along with the President or Vice President for College Advancement.

Faculty Rank and Promotion

Faculty rank shall be based on the following guidelines:

1. Professor: accredited doctorate, five years of higher education experience or 10 years of professional experience, listed as full or part-time.
2. Associate Professor: doctorate, less than five years of higher education experience, a doctoral program and ten years of professional experience, listed full or part-time.
3. Assistant Professor: MA or M.DIV, five years teaching experience or professional experience, listed full or part-time.
4. Instructor: master's degree, no experience, or teaching assistant working on a master's degree under a professor or associate professor mentor.

Instructional Staff Development/Orientation

1. All new faculty shall undergo training for the unique instructional model of BCC.
 - a. Upon hiring, the faculty member will receive access to training resources from the VPAA.
 - b. The faculty member is responsible for accessing the training and understanding the instructional model.
 - c. In addition, the faculty member will attend an introductory orientation with the VPAA.
 - d. Any questions about the instructional model may be addressed to the VPAA.
 - e. Additional training, with the help of faculty input, is provided at the annual summer faculty meeting.
 - f. All new faculty will also attend the training session at the annual summer faculty meeting that covers selected topics.

Faculty System of Improvement and Evaluation

The school intentionally helps instructors improve by evaluating the following:

1. Student Course Evaluations
2. Student Satisfaction Surveys
3. Each new adjunct or full-time faculty member shall receive an initial evaluation meeting with the VPAA at the end of their first trimester of teaching.
4. Annual self-evaluation from a peer/V.P.A.A.
5. The data will lead to the following procedure for improvement:
6. Meeting with VPPA that addresses concerns and goals for improvement.
7. Recommended training based on the need of the faculty member.
8. Monthly faculty meetings will also provide training based on general needs and/or situations among all of the faculty.

9. Apart from extreme violations of biblical and moral standards, a faculty member may be notified of the need for improvement in particular areas. Failure to show improvement may result in termination from the college.
10. The Vice-President for Academic Affairs may monitor classroom conditions to assure that the learning areas are suitable for quality learning.
11. In the event classroom conditions deteriorate during a trimester, the VPAA should be informed to facilitate the needed corrections.
12. The Vice-President for Academic Affairs has the responsibility to ensure that faculty members are performing their classroom responsibilities. The VPAA or a designated colleague may sit in on a classroom presentation, unannounced, for observation purposes. The VPAA may make the observations available to the instructor. The Instructor may also request a consultation with the VPAA regarding the observation session.
13. A copy of each survey will be sent to the faculty and evaluated by the VPAA. The VPAA may make recommendations for improvement based on the faculty member's score. The goal is for each faculty member to score at least a 4.5 in each subject in the course survey.

Faculty Dismissal

Faculty dismissal is a result of failure to abide by the moral and performance standards of the institution as stated in the college catalog and handbooks. In addition, disagreement with the statement of faith or a promotion of such teachings in class could also lead to dismissal.

The dismissal process is as follows:

1. First Offence: A meeting with the V.P.A.A. that results in a written warning.
2. Second Offence: A meeting with the executive administrative committee that results in another written warning.
3. Third Offence: Dismissal from the school in written form.

The only exception to this dismissal process is if the executive administrative committee votes to immediately remove the faculty/staff member. This vote takes place if the committee deems the severity of the violation to necessitate an expedited expulsion.

Faculty Development and Procedures

1. Upon completion of three years of service to the college, a full-time faculty member may apply to the Vice President for Academic Affairs for professional development studies to increase one's academic effectiveness. As funds permit the school, faculty may attend approved professional meetings. If approved, the request will be included in a proposed budget. The faculty member is responsible for submitting the Professional Development Form to the VPAA.
2. In concert with faculty responsibilities listed above, the Vice-President for Academic Affairs will also provide in-service, in-house avenues for the implementation of the faculty's professional development and secures budget resources.
3. The VPAA will try to manage faculty professional development procedures as fairly and equitably as possible with regards to their implementation.
4. An administration committee should review professional development requests and make recommendations to the administration.
5. Faculty members who teach nine hours of academic courses during a school calendar year and have course evaluations scores that average 4.5 and above will be provided a one year membership subscription to ETS or

SPS (their choice).

6. Faculty members who teach 18 hours of academic courses during a school-calendar year and have course evaluations scores that average 4.5 and above will be allocated a stipend of \$250 per year to be used for academic conferences such as SBL, ETS, SPS, or other approved venue. These funds can only be used for academic development. If a faculty member does not use the funds, they are capped at \$1,000.

Faculty members desiring to take advantage of the BCC's professional advancement opportunities must complete the following Professional Development Form and submit it during the Spring trimester prior to the desired professional advancement event. This time factor is needed for the consideration process and budget constraints.

BCC Professional Development Form Confidential

Name: _____ Date _____

1. What have you learned/experienced in teaching at Bridges Christian College that has significantly changed or enhanced your ministry?

2. Describe your "ideal" ministry.

3. How well do your personal goals mesh with the goals of Bridges Christian College?

4. Where do you see yourself 3-5 years from now? (Career)

5. State your professional development studies or conference request and dates for attendance.

Faculty Classroom Management and Responsibilities

1. Agree to adhere to faculty handbook, the school mission statement, and the school statement of faith.
2. Watch the training videos located on Mediafire. Ask the academic office for the link to the training videos.
 - 2.1. Also, watch zoom.us training videos that were provided to you in your introductory email.
3. Create syllabus for class using the templates provided to you by the academic office.
 - 3.1. If you need a past syllabus as an example, then please request one from the academic office.
 - 3.2. Syllabus must be submitted 2 weeks before the term begins.
4. If you update course assignment requirements, then please fill out the course time worksheet found at following link:

- 4.1. You will need to have adobe downloaded on your computer for the form to work.
5. Create your bridgesecampus course shell.
 - 5.1. You may request a previous version of the course to be uploaded to ecampus. That way you can edit a previous course rather than starting from scratch.
6. Run classes on zoom.us. Please remember to do the following when teaching courses on zoom:
 - 6.1. Record the class. Download the recording to your computer when prompted, not the zoom cloud.
 - 6.2. Upload the recording to your personal folder in mediafire.com. If you do not have a folder yet, then please let the academic office know and we will create one for you.
 - 6.3. The recording link should be uploaded into bridgesecampus.com for students to access.
 - 6.4. Turn on your video camera. Students like to see their professors!
7. Manage your discussion forum on bridgesecampus.
 - 7.1. All courses are required to have a discussion forum that is worth 20% of the final grade.
 - 7.2. Students are to respond with a 100-word answer to the posted forum, and then they are to respond with another, 100-word response to another student in the forum thread.
8. Grade assignments in bridgesecampus.
 - 8.1. All assignments are to be submitted into bridgesecampus! This is important for accreditation!
 - 8.2. Assign proctor for final exam.
 - 8.3. Assign outcomes in bridgesecampus.
 - 8.4. You will need to refer back to the training videos for this.
9. Submit final grade into the faculty portal by the required due date (Usually 1-2 weeks after the final day of term).
 - 9.1. Refer to training videos/powerpoints for this.
10. If possible, attend monthly online faculty meeting (3rd Thursday of every month at 9 pm eastern) and attend the annual summer faculty meeting at the end of the school year.
 - 10.1. If a faculty member cannot attend the meetings live, he or she will be expected to stay-up-to-date with faculty announcements through the meeting recordings and meeting notes.
11. Attend yearly summer faculty meeting. See Academic Calendar on bridgeschristiancollege.com.

Class Attendance

Grading will be based upon completion of coursework, exams, and class attendance. An excused absence may be possible for verified medical reasons, personal crisis, or authorized college activities. An absentee form secured from the Registrar's office must be filed with the teacher within one week of return to class. Absences beyond 25% of class hours will result in automatic failure for the course regardless of the reason for the absences.

Bridges Christian College provides two options regarding classroom delivery: Live Web Presentation, Plus Threaded Discussion, and Recorded Presentation Plus Threaded Discussion. Both delivery methods must require the same amount of time. At the beginning of each trimester, students must designate the delivery method for which they will participate. The instructor of record, for each course, will be provided a list of students enrolled in each delivery method. Should a student decide to change his or her delivery method, a change of intent form must be completed and submitted to the course instructor for approval by email. Once the instructor's approval has been obtained the instructor must submit the form to the Vice President of Academic Affairs by email. The VPAA will not entertain a student's decision to change delivery method without the instructor's email.

Students who need to miss a class/ required activity due to work/other responsibilities must let their instructor or activity leader know of the planned absence at least 12 hours before the class. Students who do not inform the instructor or activity leader will be considered absent.

Students who randomly miss a live class will be counted absent if the instructor/activity leader is not notified of a student's decision to take the web forum class, at least one hour before the scheduled class. An excused absence will be given at the discretion of the instructor/activity leader.

Classroom Etiquette for Students

The following is what is expected of students in the online format of education. The purpose of this information is to assist students in understanding proper classroom behavior.

The classroom should be a learning centered environment in which faculty and students are unhindered by disruptive behavior. Students are expected to maintain proper decorum in the classroom.

Bridges Christian College is an institution of higher education that promotes the exchange of ideas. However, students must adhere to the rules set forth by the instructor. Failure to comply with classroom rules may result in dismissal from the class and/or the College. Faculty have the authority to manage their classrooms to ensure an environment conducive to learning and Biblical principles.

Bridges expects each student to abide by the following policy as it relates to classroom etiquette and respect of faculty and other staff personnel:

- Take responsibility for one's education - There is a common myth among students that because they pay tuition they deserve to receive credit for the class. This is not true. In fact, students pay only a portion of the cost of their education; the college and faithful donors pay the rest. Instructors are here to create a learning environment. Whether a student learns depends on the student's willingness to listen, ask appropriate questions, and do the work necessary to pass the course. If the student's academic preparation from high school is weak or if he/she has been out of school for a period of time, the student may have to work harder and seek more help in order to succeed.
- Attend every class - One will find that students who attend every class, listen to the instructor and take good notes will be more likely to pass (with a higher grade). If a student has an emergency or illness, then he/she should contact the instructor ahead of time to let her/him know that you will be absent. A local study showed that students who missed the first class meeting were more likely later to withdraw or fail. Important note: if a student misses a class it is his/her responsibility to meet with the instructor, outside of regular class time, to determine a plan to make up the missed work.
- Get to class on time - Students who arrive late or leave early distract other students, the professor, and disrupt the overall learning environment. Ultimately, the student is affected academically. The same is true for online courses.
- Turn cellular phones off - It is very distracting to hear someone's phone go off in class or in the online portal. Students are to stay focused, pay attention, and get the most out of the time they have in class.
- Keep video on during the livestream - Students are expected to have their videos on during the livestream. This is to help with student and teacher interaction.
- Do not dominate other students' opportunities to learn by asking too many questions - It's good to ask questions and make comments, but if a student dominates the class time with too many questions and/or comments, the instructor and other students cannot participate in class discussions. When asking questions or making comments, the student should keep them related to the discussion at hand.
- Respect one's instructor and refer to them by their title (i.e. Dr. Miller) - Openly challenging the instructor's knowledge or authority in the classroom is not proper. If a student takes issue with the instructor's

information or instructional methods, then he/she must make sure that his/her comments are made without disrespect or antagonism. The student may want to discuss his/her issues with her/him privately. It is also important that when communicating with faculty, staff, and administration that proper titles be used as a form of respect for their position.

- Instructors' classroom policies, procedures and teaching styles vary - Assignments and classroom activities are at the prerogative of the instructor. Each instructor has the freedom and authority to set the guidelines and policies for their classroom (within the overall policies of the college).
- One's classmates deserve respect and support - Others may have different ideas and opinions from a student's, they may ask questions you perceive to be "not relevant," but they deserve the same level of respect.
- Come to class prepared - Students who forget common classroom materials, deadlines, and assignments hinder their learning experience. Students who have not completed their assigned work many times ask questions that could have been answered through their assignments.
- Turn in one's work on time - It is important to plan ahead. Students who wait until the last minute to do their work usually make lower grades and are more likely to miss deadlines. Students are to study and do their assignments every day. If a problem occurs at the last minute such as a computer malfunction, the student will still be prepared.
- When having academic difficulty seek assistance - Our instructors are willing to assist students, however there are other ways to get help. Bridges Christian College has resources and tutors who are available for many courses. Remember, the Vice President for Student Life can assist students with conflicts in the classroom, personal accountability, and career development.

Non-Discrimination Policies and Procedures

Bridges Christian College does not discriminate on the basis of race, color, national or ethnic origin, sex, religion, or handicap in the administration of its educational policies, scholarships, loans, and other financial aid programs, athletic and other college-administered programs. Also, as required by Title IX of the Educational Amendments of 1972, BCC does not discriminate on the basis of sex in its educational programs or activities or employment except where necessitated by specific religious tenets held by the institution and its controlling body.

BCC Risk Management Guidelines: Faculty, Student Ministry, Student Life

Intro: The following guidelines are in part due to the Penn State case involving child abuse. We must be more careful than ever before. The Student Ministry Director and the Practical Ministry Committee shall be responsible for implementation of the guidelines as it relates to volunteers and students in ministry, providing suggestions in risk management, and keeping faculty informed.

1. Benchmark policies and guidelines with other area institutions such as public schools, YMCA, and colleges.
2. Stick to the guidelines.
3. Steps to approving volunteers and student ministry applicants.
 - A All fill out applications
 - b. To be involved all sign an individual agreement, release, and waiver of liability
 - c. Interview applicants
 - d. Check personal references, institutional references, and keep references on file permanently

- e. One semester rule: when working with children, the BCC student must have been a full-time student for one semester or two semesters, as a part-time student
- f. Do criminal records check: sex offenders nsobw.gov in all 50 states.

4. Determine if a person is low or high risk.
5. Maintain insurance coverage and keep past policies permanently.
6. When working with children (minors), must have two adults present when with only one child.
7. Provide supervisor(s) of students and volunteers.
8. If there is a crisis or potential case, the insurance company must be notified.
9. Get a clearance of those who are not USA citizens.
10. Screen people that help out who are from other colleges or churches.
11. Have proper medical reference forms on hand.
12. Secure parental permission to use media releases with kids under 18.
13. Use of electronic contact with kids under 18 is prohibited. Let parents know the policy in writing.
14. Child abuse must always be reported to an administrative official.
15. Be sure drivers have car insurance coverage when such vehicles are used for college activities.
16. Be sure the college has liability insurance when there are activities that may involve risk.

Emergency Procedures

BCC is primarily a virtual school that sub-leases office space. However, if a faculty member or student happens to be on-campus, then they will be expected to abide by the emergency procedures (fire escape, bomb threat, immediate evacuation, etc.) required by the facilities owner. The sub-leased office space or main campus has fully functional emergency procedures for fires, bomb threats, natural disasters, etc. Constituents should immediately exit the building if they hear the fire/emergency alarms and proceed to the nearest emergency exit illuminated by the exit signs.

In case of an emergency, the school will notify all faculty members, students, and constituents present at the main campus via mass SMS. The school will then contact the relevant civic emergency authorities via 9-1-1.

If the emergency takes place for online students, then the online students and/or online faculty should immediately cease any school activity whether online or working on homework, and abide by their local safety guidelines.

If a faculty or student is in a pending natural disaster area, then he or she should follow the local guidelines and evacuate if required. The school will be made aware by the V.P.A.A. if an area where online faculty and students reside is in a natural disaster area. Academic exceptions will be made for the faculty and students. Faculty should call 9-1-1 if they or a student is in danger. If someone is unsure of how to proceed, then they can contact the school at 855-702-7434.

Grievance Process

Administrative Grievance

A faculty member who may have a particular grievance related to policies, procedures, or practices of the college may appeal to the President through the Vice President for Academic Affairs. The faculty member may be

requested to put his grievance in writing. The President usually makes the final decision but, the Board of Directors may review an appeal in writing. This policy is fleshed out below.

Student Grievance with Other Student(s)

The biblical model of Matthew 18:15-17 determines our conduct in handling conflict. In the interest of preparing ministers, all grievances are important to the BCC administration.

It is hoped that minor differences can be resolved through the process referenced in the Student Handbook regarding Matthew 18 without recourse to the process listed below. However, there may be situations where a more formal process may be necessary. This process is intended to settle disputes through mediation and reasoned discussion. Usually, the resolution of a complaint or grievance involves the resolution of the problem/issue; not punishment of those involved. Students who intend to file a complaint or an academic or nonacademic grievance must follow the instructions below.

Procedures for Complaints or Grievances Not Discussed Below

More formal alternative procedures exist for situations such as when a student is erroneously denied registration, is erroneously required to pay a fine or penalty, erroneously has money withheld by the college, has been denied the right to amend his/her educational records, is charged with an offense under the student code of conduct, is alleging discrimination based on race, national origin, religion, gender, sexual orientation, age, disabling condition or marital status, or is alleging sexual harassment.

Definitions

- A) Informal Complaint: An informal complaint is defined as an academic or non-academic issue that a student has with a faculty/instructor, staff member, administrator, or department or program of the College.
- B) Non-Academic Grievance: A non-academic grievance occurs when a grievance petition form has been filed because a student believes that he/she has been dealt with arbitrarily, unfairly, or in ways that violate established laws, rules, policies or procedures, or past practices by the College as a whole or any unit or agency or function thereof and in a manner that has caused actual harm to the student.
- C) Academic Grievance: An academic grievance occurs when a grievance petition form is submitted because a student believes he/she has been harmed by being treated arbitrarily or unfairly within the context of the course. To file an academic grievance, the student must demonstrate actual harm. It does not involve perceived rude treatment, classroom style, or general grading policies. For example, the student may not like a particular professor's classroom style or grading practices as a whole, but this does not constitute grounds for a grievance. The student may, however, use the informal complaint process to talk with an administrator about the perception of inappropriate behavior. The assignment of course grades is at the heart of the faculty member's responsibility. Only the responsible faculty member can judge students' performance in a particular course. Thus, only the responsible faculty member can assign or recommend changes of letter grades for his or her courses.
- D) Complainant/Grievant: A complainant/grievant is an individual who believes his/her rights have been violated.
- E) Respondent: A respondent is an individual who is the subject of the grievance or complaint, if applicable.
- F) Appellant: An individual who is filing an appeal.

G) Appeal: The resolution of an academic or non-academic grievance may be appealed. Appeals must be based on the issue of substantive or procedural errors which are prejudicial to impartial consideration of the case.

H) Confidentiality: It is understood that committee members, faculty, staff, and administrators involved in the discussion of complaints or grievances will maintain professional standards of confidentiality. Students should be aware that every effort will be made to maintain confidentiality; however, College officials may be obligated to disclose information to law enforcement or other agencies as required by law.

Informal Complaints

A) Resolving a Non-Academic Informal Complaint

The student must first discuss and attempt to resolve the issue with whomever the issue arose, if at all possible. If such an informal discussion is not possible or the issue is not resolved, then the student should contact the Vice-President of Student Life, appropriate administrator, or designee to try to reach an informal resolution. The student must initiate a complaint no later than thirty (30) workdays after the alleged incident. The Vice-President of Student Life, college dean, director, or appropriate administrator or designee receiving the complaint shall attempt to resolve the matter and report the decision, in writing, to the complainant(s) and respondent(s) via their BCC email address within fifteen (15) workdays of receiving the complaint.

B) Resolving an Academic Informal Complaint

Given the nature of complaints covered by this procedure, it is expected that in all but the most unusual circumstances, students will first address the issue with the faculty/instructor. In the event this is not feasible, or the student and faculty/instructor have not resolved the issue, the student will contact the Vice-President for Academic Affairs within ninety (90) workdays after the alleged issue. The Vice-President for Academic Affairs or designee receiving the complaint shall attempt to resolve the matter and report the decision, in writing, to the complainant(s) and respondent(s) via their BCC email addresses within fifteen (15) workdays of receiving the complaint.

Grievance

A) Initiating a Grievance

If the complaint is not resolved informally and the student wishes to continue the process, the student must present a completed [grievance petition form](#) to the appropriate administrator of the department in which the alleged violation of rights occurred.

Before any grievance action, the complainant(s) must attempt to obtain a satisfactory resolution through the Informal Complaint process. A grievance petition must be filed no later than thirty (30) workdays after the notice of informal complaint resolution decision, or if no decision was issued, no later than thirty (30) workdays after the applicable decision deadline.

B) A Grievance Petition

A Grievance Petition must be in writing and contain:

1. The grievant(s)'s name, student identification number (if applicable), and contact information, including email address
2. The name(s) of the respondent(s)
3. A detailed description of the nature of the grievance and the actual harm suffered by the student
4. A detailed description of attempts at informal resolution

5. A detailed description of the relief sought
6. Signature of the complainant(s)
7. Date of grievance submission

C) Non-Academic Grievances

If the complaint is not resolved informally, the student may submit a completed [grievance petition form](#) to the Vice-President of Student Life or designee. A non-academic grievance must meet the definition to be reviewed and/or heard and not be covered by any other College policy, procedure, or administrative rule (i.e., student code of conduct).

The Vice-President of Student Life receiving the written grievance shall attempt to resolve the matter and is required to report the decision, in writing, to the complainant(s) and respondent(s) via their BCC email addresses within fifteen (15) workdays of receiving the grievance petition.

If the grievant(s) wishes to appeal the grievance decision, the student must submit an appeal to the Vice-President for Academic Affairs along with the Vice-President of Student Life written response to previous resolution attempts within ten (10) workdays of receiving the decision, or if no decision was issued, no later than ten (10) workdays after the applicable decision deadline.

D) Academic Grievances

If the complaint is not resolved informally, the student may submit a completed grievance petition form to the Vice-President for Academic Affairs. The Vice-President of Student Affairs shall investigate the grievance.

The Vice-President of Student Affairs then has fifteen (15) workdays to decide and report the decision, in writing, to the complainant(s) and respondent(s) via their BCC email addresses. The Vice-President of Student Affairs has the discretion to accept a grievance filed after the thirty (30) day deadline.

In instances where the Vice-President for Student Affairs is the subject of the complaint or has decided the student's informal complaint, the student should submit the completed grievance petition form to the College President. The College President then has fifteen (15) workdays to decide and report the decision, in writing, to the complainant(s) and respondent(s) via their BCC email addresses. The College President's decision is final and may not be appealed.

Appeal

A) Initiating an Appeal

A student may submit an appeal to the respective administrator within ten (10) workdays of the notification of the grievance decision, or if no decision was issued, no later than ten (10) workdays after the applicable decision deadline. The specific grounds to be addressed are:

- a) Were the procedures of the policy followed?
- b) If a procedural error occurred, were the rights of the grievant violated to the extent that a fair review was not conducted?
- c) Was the review conducted in a way that did not permit the grievant adequate notice and opportunity to present facts?
- d) Was the information presented during the review sufficient to justify the decision reached?

e) Was there relevant information existing at the time of the review that was not discovered until after the review that is sufficient to alter a decision?

B) The Appeal Form

An appeal must be in writing and contain:

1. The appellant(s)'s name, student identification number, and contact information, including email address
2. A detailed description of the nature of the appeal
3. A copy of the findings of the complaint review/hearing and supporting documents
4. The specific grounds supporting the appeal. This must be one of the criteria listed in Section IV (A), above.
5. A detailed description of the relief sought
6. Signature of the appellant(s)
7. Date of grievance submission

C) The Appeal Process

To file an appeal, the student must submit a completed appeal form to the respective administrator. The appeal will be reviewed within fifteen (15) workdays of receipt. The

The administrator will notify the complainant(s), respondent(s), dean, director, administrator, or designee of the decision, in writing via their BCC email addresses, within ten (10) workdays of their decision.

In the event of an appeal, no less than five (3) members of the Executive Staff must be present to hear the case.

Except as the Executive Staff hearing the appeal determines necessary to explain the basis of new information, an appeal is limited to a review of underlying decision, the file supporting the decision as provided by the decision-maker, and any statement supporting the appeal submitted by the appellant:

- a) To determine if the grievance procedures policy and the investigation were conducted fairly in light of the complaint and grievance made and information presented and giving the appellant(s) a reasonable opportunity to present information. A deviation from procedures required by this policy will not be a basis for sustaining an appeal unless significant prejudice of impartial consideration of the case results;
- b) To determine whether the decision reached regarding the matter was based on substantial information, that is, whether there were facts that, if believed by the administrator, were sufficient to support the grievance decision;
- c) To consider new information sufficient to alter a decision or other relevant facts not brought out in the original complaint or grievance, but only if such information or facts were not known to the grievant at the time of presenting the grievance.

If the committee overrules a decision in whole or in part, it may:

- a) Modify the decision; or
- b) Remand for further proceeding.

No appeal shall be allowed unless the appellant cites specifically to the grievance record and states with specificity the grounds under which the appeal shall be allowed. Any appeal submitted that does not include the required information will be dismissed without review.

The College Grievance Committee shall be responsible for reviewing substantive or procedural appeals from the decision(s) of a college administrator.

Decisions of the College Grievance Committee are final. There is no further appeal within the Student Grievance procedures policy.

Initiating a Graduation Requirement(s), Academic Probation, or Academic Suspension Grievance

The Vice-President for Academic Affairs should be contacted for any appeals of decisions regarding graduation requirements, academic probation, or academic suspension.

If the problem remains unresolved, students are free to contact the ABHE, 5850 T.G. Lee Blvd, Suite #130 Orlando, FL 32822; phone: 1-407-207-0808, fax 407-207-0840.

Individual(s) that has a Grievance with Administrative, Faculty or Staff Personnel

Individuals(s) with a grievance involving an administrator, faculty member or staff member, then said grievance should first be negotiated between the disputants in good faith and Christian deportment. Individuals with a grievance(s) must email or submit a hard copy of a formal complaint to the Vice President for Academic Affairs. An electronic folder of all grievance material and a hard copy file containing a duplicate of the grievance materials will be maintained in the President's Office; in a secured, fireproof, locked cabinet. The President will adjudicate the grievance. This administrative level adjudicated decision shall be notarized and included in both the electronic and hard copy files. Files shall be stored in the College's safe deposit box until the statute of liability is reached.

A faculty member with a grievance against an administrator, administration, or fellow faculty member, who contacts a student or students regarding that grievance, shall be immediately dismissed from the school by the executive administrative committee.

If disputants reach no satisfactory solution, the matter should be then submitted to the President of the school or Chairman of the Board of Directors, for mediation or decision. If the Board President is unable to resolve the matter between the parties, then at the request of either or any of them the matter shall be heard before the Board of Trustees or a panel appointed by the Chairman of the Board (hereinafter referred to as the Panel), with both parties being given equal opportunity to present their respective positions to the Panel.

If the matter is taken beyond mediation with the President, the Board's Panel shall fix such reasonable rules and procedural guidelines as they deem and proper for the parties to present their respective positions, so that good manners, propriety, and prudence be preserved. Each party should be allowed to have the assistance of a layperson from the membership to assist in the presentation of respective positions. In matters resolved by the Board of Directors without further action, same shall be treated as privileged, and any record of such proceedings shall be sealed and not available to any third party except upon written mutual consent of the disputants. These proceedings are binding arbitration, and there shall be no other remedy between the parties beyond those herein provided. The grievance documents, transcripts, and adjudicated decision shall be notarized and included in both the electronic and hard copy files. Files shall be stored in the College's safe deposit box until the statute of liability is reached.

It is intended that these provisions will resolve misunderstandings and help to quiet personal grievances to promote peace and harmony within the organization. Domestic Relations matters or disputes between immediate family members should not be entertained beyond mediation through the President or Chairman. It is not contemplated that these procedures apply to legitimate claims for physical injuries, or in lieu of civil remedies arising out of accidents.

Internal Conflict

Specific situations affecting internal conflict may dictate whether the issue is heard by the Department Head, College President, the Board's Chairperson, or other members of the Board. Depending on who might recognize the existence of unresolved conflict and how the issue is confronted results in who is responsible for taking action. Once the decision to move forward has been made, the first logical step is to designate a segregated time and place for the resolution process to commence, other than a regularly scheduled meeting.

Additionally, a decision must be reached as to whether to use a professional facilitator. A professional facilitator may or may not be necessary. The benefit of having a professional facilitator is that proceedings will be in the hands of an unbiased individual and arbitration/resolution may be reached more quickly with confidence.

Regardless of who leads the proceedings, the agenda for the collaborative problem resolution process can be outlined in five logical steps.

1. Accept and activate awareness that there is a problem.
2. Aim: What do we want? What are we willing to do to get there?
3. Acknowledge: Surfacing of the pivotal issues as well as secondary issues
4. Seek accountability and address issues. Discover who the stakeholders are and how their involvement can be addressed.
5. Award. Reaching closure is important.

Upon setting the segregated time and place the Board shall schedule a 90-minute session to resolve a problem following three ground rules: (1) focus on the primary issue; (2) concentrate on a resolution, not placing blame; and (3) center discussion on the problem resolution, not on other operational issues.

Robert S. Adams published the article "Facing Up to Board Conflict" in the April 2003 edition of Association Management. The above policy was developed from this article.

Students "At Risk" Measures

BCC students come from varied backgrounds with personal issues, such as a lack of personal discipline or poor educational disciplines. However, many of these same students show a heart for ministry and a desire to change; they need to be embraced and guided.

Students at risk academically are helped by faculty, the registrar's office, and student life personnel. A student having a D average midway through a semester is reported to the registrar's office. The student is then assisted in seeking to improve academically by one or all three of the following, faculty member, student life office, and the registrar's office.

The student life office focuses on spiritual, social, and emotional needs. The faculty member is the first bastion in helping a student in academic difficulty, generally observing or diagnosing problems. The faculty member counsels the student and offers help and guidelines. The registrar's office serves as a liaison between the student and the faculty/administration regarding poor academic performance. The Vice President for Academic Affairs also counsels "at risk" students and may set up counseling sessions with an assigned faculty member of BCC or pastor of All Nations Fellowship via in person or online with the zoom.us software.

Student Counseling - Academic Warning, Suspension, and Probation

1. The Vice-President for Academic Affairs needs to ensure that midterm grade reports are timely and student in academic trouble are counseled.
2. A student who has a course grade below a 2.0 will be sent an academic warning six weeks into a trimester. A student is responsible for consulting with his/her teacher and or academic advisor for assistance.
3. Students who are on scholarship and fall below a 2.0 will be given one term to raise their G.P.A. If they fail to raise their G.P.A. in the subsequent term, then they shall lose their scholarship.
4. A student is placed on academic probation when the GPA drops below 2.0 the first two trimesters. In the 3rd trimester of enrollment, if the student does not have a 2.0 GPA for that trimester, he/she may not enroll for a 4th trimester. After that period of time, the person may reapply to enroll through the Registrar. A letter of request to re-enroll must also be sent to the Vice President for Academic Affairs. The final decision for re-admission will be made by the Admissions Committee, noting the recommendation of the Vice President.
5. Students who are placed on probation may be required to only attend live classes until their GPA is satisfactorily raised.
6. If a student is placed on academic probation due to a writing deficiency, then he or she will be required to attend a ten-week writing lab.
7. At the end of each trimester, a student will receive a report of his/her grades. Academic warning and probation will also be sent where necessary.
8. Incomplete grades: Upon approval of the Registrar or Vice President of Academic Affairs, a student who may not be able to complete a course due to a medical emergency or personal crisis and is passing the course will receive an incomplete (I) for the maximum of one trimester. An F will automatically be recorded at the end of that trimester if the student does not complete the work.
9. The faculty must provide/post their office hours in order for students to gain access to the faculty members in a timely fashion.
10. Students will be assigned a faculty advisor at the beginning of their academic enrollment to the College.

Academic Counseling Responsibilities

1. Help the student understand the curriculum.
2. Help the student plan his/her academic schedule.
3. Help the student understand the graduation requirements which must be fulfilled prior to graduation.
4. Help the students who are struggling in their academic.
 - a. Recommend tutoring if needed
 - b. Recommend behavior changes in study habits
 - c. Recommend course selections (drops, adds, etc.)

Classroom Scheduling

1. The Vice-President for Academic Affairs will schedule all classes and assign the faculty instructor.
2. This process needs to be completed at least two months before the beginning of class.
3. Classes must have a minimum of 37.5 contact hours between the instructor and the students.
4. Classes are designed to meet one day a week. Students should check the trimester course schedule.
5. Each class is permitted two 10-minute breaks. Note: Students must receive 2,250 minutes of instruction-contact time for each course.

Faculty Instructional Assignments

1. NO academic class can be assigned to instructors who do not possess a qualified Masters Degree or higher as stipulated in the ABHE policies.
2. Instructor class assignment.
 - a. If an instructor does not possess at least a Masters level degree and is used to teach a practical ministry class, the Vice-President for Academic Affairs is responsible for submitting a document to the administration explaining how the instructors' overwhelming professional experience qualifies him or her.
 - b. An instructor must have 18 hours of Masters level or greater educational expertise in the field being taught from his or her primary field. If the faculty member is teaching in his or her secondary expertise, the instructor must have 15 hours of Masters level or greater educational expertise.
 - c. Any deviation to this policy must be documented as to why the policy was contravened.

Course Development

Each faculty member is required to submit to the VPAA each semester a current syllabus for each course taught at the college. The first step in developing a course syllabus at Bridges Christian College is to determine academic outcomes. The faculty will have already assigned each course four learning outcome elements. Next, for each learning outcome, you must select no less than four supporting objectives. Each listed learning objective is associated with a learning domain (Affective, Cognitive, and Professional Development). The listed learning objective has learning domain identified in parentheses, with the first letter of the domain, at the objective's end. For more instruction, contact the VPAA.

Each faculty member must complete, for each course taught, a "Course Time Work Sheet." The faculty should request this worksheet from the academic office. The completed worksheet must be saved and then uploaded to the correct file on mediafire.com. You are required to include the "Time Estimate Results" in your syllabus.

In addition, syllabi are to include the following:

1. BCC mission statement.
2. BCC address.
3. Course Code.
4. Course Title.
5. Instructor's Name.
6. Photo (not required but a nice touch).
7. Term (e.g., fall 2016).
8. Contact info. and office hours.
9. Course description from catalog.
10. Required textbook. Please use the standardized text listed on the website:
<https://bridgeschristiancollege.com/textbook-list/>.
11. Course Outcome Elements/Objectives. You may access the ones for your course at the following link:
<https://docs.google.com/spreadsheets/d/1GxIE6bVawhevzaJWfOQWKS8FhcVeOerGYyEHnp1NqYE/edit?usp=sharing>.
12. If the outcomes for your course have not yet been standardized, then select one learning outcome element/objective from each of the overall learning outcomes on pages 11-14 of the course catalog:
<https://bridgeschristiancollege.com/college-catalogs-and-handbooks/>.
13. Course calendar w/assignment due dates.
14. Course assignment instructions.

15. Mandatory, weekly discussion forum assignment worth 20% of the grade.
16. Course time estimates. Must be 112.5 hours of total coursework, including lectures, over 11 weeks.
17. Classroom policies from the faculty handbook or catalog (especially the plagiarism policy).
18. Course bibliography (at least 30 items).

Furthermore, weekly discussion forums on www.bridgesecampus.com are a required part of each course. Interaction must take place between instructor-to-student and student-to-student.

At the end of the trimester, BCC will give faculty members an anonymous course evaluation for course improvement and understanding student perspectives. The evaluations are to be forwarded to the VPAA without faculty review. The Vice President for Academic Affairs serves as the coordinator for faculty evaluation.

Academic Freedom

Academic freedom is governed by the mission statement and commitment to a biblical worldview. Faculty members are encouraged to assist students to understand non-biblical worldviews and perspectives. While the college understands its roots in the history of the Pentecostal movement and relation to other branches of Christendom and while it encourages a Pentecostal perspective within the Christian community, students are expected to know other Christian points of view through various courses offered at the college.

Academic Freedom at BCC guarantees each faculty member the right to pursue truth in both their teaching and research. Such freedom at BCC, however, is limited in five respects.

1. Faculty members are urged not to introduce into the class controversial matters unrelated to the discipline being taught.
2. Faculty members must sign the doctrinal statement of the college and agree that their teaching and publications follow the theological guidelines delineated by the doctrinal statement.
3. Faculty must present materials in the classroom positively and professionally, seeking always to achieve academic balance and exhibit respect for opposing viewpoints.
4. Faculty must present materials consistent with the official class syllabus.
5. Faculty must always remember their academic freedom is balanced with a commitment to the institution's mission and philosophy, the preparation of students to be effective spiritual change instruments in the Evangelical-Pentecostal-Charismatic church.

For student advising/counseling, the faculty advisor must be aware of the college's graduation policies and procedures. The following items are for the faculty member's personal information.

Graduation Requirements

For the Bachelor of Arts degree, students must complete a minimum of 129 trimester hours with a grade-point average of 2.0 including six trimesters of satisfactory student ministry. Degree requirements are based on the catalog in effect at the time of graduation or within six years of the student's first enrollment.

In addition, each graduate candidate must submit:

- A digital portfolio which details his/her BCC academic experiences. The digital Portfolio must demonstrate that the student has achieved the Academic Learning Outcomes. The Digital portfolio will provide sample assignments, projects, student ministry experiences, etc. which detail the student's academic successes.
- The student will take a Standardized Bible Knowledge test. This test does not impact the student's ability to graduate but assesses the student's academic biblical knowledge achieved as a BCC student.
- Finally, all students must be approved by the faculty to graduate.

Application for Graduation

A degree-seeking candidate must file a written application with the Registrar Office by August 31st for a fall graduation and by January 31st for a spring graduation. A student not approved for graduation must resubmit an application at the appropriate time.

To graduate, a student must complete all academic and student ministry requirements, have on record exit exam scores, and a satisfactory department record from the Student Life office.

Graduation with Honors

A candidate for the Bachelor of Arts degree will be graduated with honors as follows:

- Summa cum laude: cumulative grade point average of 3.90-4.00
- Magna cum laude: cumulative grade point average of 3.75-3.89
- Cum laude: cumulative grade point average of 3.50-3.74

Transfer students must complete 64 semester hours at BCC to be eligible for honors.

Students with the two highest GPA for the academic year will be designated Valedictorian (highest) and Salutatorian (second highest). Appropriate recognition will be granted to these students.

Graduation Procedures

- The Vice-President for Academic Affairs is responsible for the graduation activities. These include the following list of concerns which must be completed for the Graduation activities
- Securing the location of the Baccalaureate Dinner
- Securing the location of the Graduation Ceremony
- Ordering the supplies needed for the graduation ceremony.
- Caps and gowns
- Honor medallions (Valedictorian and Salutatorian)
- Diploma frames or jackets.
- Honor cords or other regalia
- Degree and certificate documents and their printing
- Programs for Baccalaureate and Graduation

- Reception materials and food for Graduation
- Decorations if needed
- Photography
- Video Photography (if needed)
- Coordinate Graduation practice
- Work with student government to plan student-lead activities at the Baccalaureate and Graduation.
- Announcements
- PowerPoint presentations
- Special music
- Approve all Student-award presentations in advance
- Design Graduation and Baccalaureate programs.
- Coordinate with the president to secure Graduation and Baccalaureate speakers.
- Plan and coordinate the Graduation and Baccalaureate services.
- Coordinate with the sound system engineers and worship music singers
- Secure worship singers
- Secure the sound system help
- Secure graduation march music.
- Clearance of Graduates
- A calculation of Valedictorian and Salutatorian
- This requires the submission of last-minute grades to determine the class ranking of the possible recipients.
- A manual calculation of the Quality points is required because School Minder Software is not capable of posting the Qpts. until after the graduation.
- Verify that the people who desire to graduate have completed their program requirements. This must be done in the first trimester prior to graduation to determine student graduation eligible.
- They can walk with only one outstanding:
 - Academic class.
 - Practicum.
- All business office payments or arrangements must be resolved prior to graduation.
- All library books returned, and fines must be paid.
- The determined deadlines must submit all required papers.
- All required community service hours must be completed.
- All of the above requirements must be completed prior to having the student's degree confirmed, validated, and officially invested.
- Coordinate the Graduation service and Baccalaureate Services.
- Direct responsibilities for the Graduation service.

- Briefly highlight the programs and its requirements.
- Call up the student and hand the degrees to the president for the presentation.
- Confer the degrees
- Coordinate with the business office to ensure the sale of Baccalaureate tickets is covered, and all the various expenses are made known.
- Ensure that cleanup crews take care of all graduation areas.

College Catalog

- The Vice-President for Academic Affairs needs to oversee the content of the College Catalog.
- The content must comply with ABHE, VA, and USDOE regulations and policies
- Final editing of content and revisions is the responsibility of the Academic Committee.
- The VPAA needs to work with the business office and recruitment director to ensure the adequate production of the college catalog for recruitment and student consumption.

Website

- The Vice-President for Academic Affairs needs to oversee the content of the College Website.
- The content must comply with ABHE, VA, and USDOE regulations and policies
- Final editing of content and revisions is the responsibility of the Academic Committee.
- The VPAA needs to work with the business office, recruitment director, and other appropriate college sources to ensure the website of the college is appropriate and up to date.

Committees

Assignments to faculty committees are on an annual basis. Recommendations and suggestions regarding administrative and faculty positions are channeled through the appropriate faculty Committee.

Academics Committee

- The committee will be chaired by the Vice-President for Academic Affairs appointed by the president from BCC.
- The committee consists of the Vice-President for Academic Affairs, the registrar, and two faculty members.
- The Academic Committee shall consist of four standing committees: General Education Committee, Bible/Theology Committee, Practical Ministry Committee, and Committee on Faculty Review
- General Education Committee
- Review ABHE standards, assess BCC academic objectives, curriculum, and make recommendations. P. 82 of ABHE manual.
- Design, review, and assess bi-annually guidelines for Gen Ed classes to include a Biblical worldview.

- Create, review, and assess a statement of academic rigor biannually for General Education in cooperation with the Bible/Theo and Practical Ministry committees.
- File the committee minutes with the VPAA
- Bible/Theology Committee
- Review ABHE standards, assess BCC academic objectives, curriculum, and make recommendations. Page 82 of ABHE manual.
- Pinpoint where a Biblical worldview is evident in Bible and theology classes.
- Create, review, and assess a statement of academic rigor biannually for Bible/Theology in cooperation with the General Education and Practical Ministry committees.
- File committee minutes with the VPAA.
- Practical Ministry Committee
- Review ABHE standards as relates to program objectives and mission of the college, assess program objectives of BCC curriculum, the Practical Ministry concentrations and make recommendations.
- Create, review, and assess a statement of academic rigor for Practical Ministry in cooperation with the Bible/Theology and General Education committees biannually.
- File committee minutes with the VPAA.
- Committee on Faculty Review
- Review ABHE manual on the faculty, academic freedom, and make recommendations on assessment of faculty for improvement of faculty, the college academic program, the college policy statement on academic freedom.
- In a peer review process established by the committee, members with faculty participation are to examine student assessments of college courses and recommend ways courses may be improved.
- File committee minutes with the VPAA.
- The function of the Academic Committee includes but does not limit itself to the following tasks.
 - Recommend academic policies to the administration.
 - Approving all Catalog course offerings, all academic programs, general education requirements
 - Recommend admissions requirements
 - Recommend academic standards
 - Review course development and implementation policies.
 - Hear all cases for academic probation, suspension, and expulsion.

Faculty Committee

- The Vice-President for Academic Affairs will chair the faculty committee.
- The function of the faculty committee includes but does not limit itself to the following tasks.
 - Review of BCC's policies that concern faculty roles and relationships with the college.
 - Faculty evaluations and development.
 - Faculty issues which need to be presented to the administration.

- Annually review academic programs of the college, after consideration by the three committees - General Education, Bible/Theology, and Practical Ministry. Faculty in session will consider committee recommendations and forward recommendations to the administration if necessary.
- Course Development
- Review Syllabi
- Review course descriptions and content
- Review and evaluate the curriculum
- Review and assess the consistency of the program at each campus.
- Faculty committees responsible for various courses and program concentrations are to submit their recommendations to the faculty.

Textbook Selection Committee

- The Vice-President for Academic Affairs from the BCC campuses will convene the textbook selection committee to review and select textbooks for the academic year. This committee will meet no later than July 1st prior to fall enrollment.
- The committee will be chaired by one of BCC's Vice-President for Academic Affairs selected by the President.
- The committee will consist of the Vice-President for Academic Affairs, two faculty members, and an appropriate business office representative appointed by the Vice President of Finance.
- The textbooks will cover the curriculum and will be designated for to each class.
- The instructors for the class has the option of requesting supplemental books to meet the teaching needs of the individual instructor's class. However, the institution expects that the textbook will be an integral part of the class work and the testing procedures.
- Faculty members can make textbook suggests to the committee for their review.
- Two objectives for the creation of the Textbook Committee:
- Better cash-flow management of the Textbook selection process.
- Consistent educational quality from campus to campus.
- The Vice-President for Academic Affairs is responsible for placing the textbook order with the business office 3 to 4 weeks prior to the first day of class.

Library Committee

- The Vice-President for Academic Affairs from each BCC will be part of the library committee.
- The Vice-President for Academic Affairs will assist the committee in selecting the appropriate library supporting materials.

Librarian and Library/Media Resources

In keeping with ABHE standards, Bridges Christian College's librarian shall possess either a Masters of Library Science (MLS), Master of Librarianship, or Master of Library and Information Studies (MLIS). Bridges Christian College employs a librarian with an MLIS degree.

Bridges Christian College Library exists to provide the following:

1. To provide learning resources for students entering Christian ministry.
2. To help students prepare for ministry in our one major of Practical Ministry with seven concentrations that includes General Education, Bible/Theology, and Practical Ministry.
3. To provide resources for all the classes listed in the college catalog.
4. To promote scholarship, research, lifelong learning, and leisure reading.

Library Policies:

1. The librarian is responsible to the Vice President of Academic Affairs and is to make periodic reports to him.
2. The librarian will provide the leadership to establish the resources for courses identified in the college catalog.
3. The librarian will provide sound policies for the selection of new resources and the elimination of resources that are obsolete.
4. The librarian will provide an orientation program for BCC library usage and WFU library usage, including a review of resources offered and how to find those resources.
5. The librarian will provide oversight of library staff and student assistance.
6. The librarian will provide guidelines for digital full text academic databases.
7. The librarian will prepare the general library budget with the Library Committee.
8. The librarian will determine library hours and library rules with VPAA assistance.
9. The librarian will keep records of accession and circulation.
10. The faculty is to encourage and stimulate students to make more adequate and meaningful use of the library; which is via questia.com.
11. The faculty is to suggest to the librarian necessary and useful books, magazines, technology improvements, and websites as well as assist in the design of library policy.

Library Practices:

1. The bulk of the circulating materials will consist of textbooks for classes offered, books written by faculty and groundbreaking texts that well-known scholars in the areas of study.
2. Digital full-text academic databases will support the rest of the collection. The student has access to Logos and the library resources on bridgeschristiancollege.com. This database is offered 24 hours a day, seven days a week.

The library at Bridges Christian College is a resource center for students. The college has a small collection of books at this time, but anticipate building the library by adding new books annually through purchase or donations. At this time, there are over 1,000 books in our collection. It is located on the second floor of the All Nations Fellowship community center. Policies on how to check out books are posted in the library.

ABHE offers website support for member colleges. www.abhecat.com by networking ABHE members' library collections we have been able to release our own ISBN Cataloging services. The ABHE Library system currently hosts over 1,000,000 records.

Technology Relations

- The Vice-President for Academic Affairs is responsible for the oversight of technologies relating to the classrooms, library, and other instructional facilities. Faculty members must make the VPAA aware of any technological needs prior to the beginning of each trimester.
- Technology relations includes but is not limited to the following:
 - Computers and accessories
 - LCD projectors
 - Video and DVD equipment
 - Televisions
 - Internet
 - Networking equipment
 - Servers
 - Overhead projectors
 - Software
 - P.A. systems if needs for presentations

The VPAA will oversee the staff or students handling technology for student services. All request for technology service must be submitted to the VPAA.

A method of maintaining control of the equipment and its usage is at the discretion of the VPAA.

Budget

- The Vice-President for Academic Affairs is responsible for developing a budget within the framework of the business office.
- The VPAA must be made aware of any budgetary needs of each faculty member.
- The Vice President for Academic Affairs shall approve academic expenditures and sign approval vouchers for the Business Office's accounting procedures.
- The VPAA will work with the business office to ensure effective and balanced management of financial resources.

Departmental Budget Process

The budget process is a continuous process. The President shall request budgets from the department heads for the upcoming year. In August after all the staff returns, Budgets for the next fiscal year are submitted by the administration for consideration. The President shall set the compliance date.

Prior to the budget being presented to the Board of Directors, department heads shall meet with the employees of their respective areas to obtain input on their budget. Department heads shall maintain a listing of each employee involved in the budget process to ensure and verify that all employees are allowed input into the budget. This list must be submitted to the VP for Finance and the VP for Student Life. The Vice President for Finance shall run a working copy of the budget to assist in establishing budget amounts. Equipment requests

must be made according to established goals and submitted by the appropriate department head. The Finance Department shall adjust salary amounts as approved by the President.

The budget estimates shall show the amount of funds required for each major cost element (e.g., salaries, supplies, equipment, etc.). The budget proposal should include all income and expense items for the upcoming year. The departmental budget should itemize all anticipated expenditures for the year. However, the actual budget for each department will be based upon the previous year's expenditures. The college President, with the assistance of the Vice President for Finance, will consolidate the individual department budgets into a preliminary budget. This budget is reviewed and revised so as not to exceed the anticipated annual income. The President will submit the proposed budget to the Board of Directors.

The Board of Directors shall review the proposed budget, make any necessary revisions, and adopt the final budget no later than July 31.

Upon approval of the budget by the Board of Directors, the budgeted amounts shall be entered into the accounting records. The Business Office shall follow accepted accounting practices relevant to the college's budget.

While the President has the overall responsibility to ensure compliance with budget limitations, the department heads are responsible for adhering to their approved budgets. Each department is responsible for ensuring that they do not spend more than is budgeted for each departmental area. The Vice President for Finance shall provide any information needed to assist them in adhering to budget information. The Vice President for Finance shall notify the President when it appears necessary to curtail or adjust program operations to avoid expenditures in excess of budget authorizations.

Assessment and Planning

- The Vice-President for Academic Affairs is responsible for the assessment of academic and institutional effectiveness. The Vice-President for Institutional Effectiveness shall facilitate the following, with oversight of the VPAA:
 - An annual assessment document needs to be written
 - An annual assessment planning document needs to be written
 - An annual planning and evaluation document needs to be written
 - An annual statistical abstract needs to be written
 - An online ABHE report needs to be entered through the internet.
 - Planning for compliance document submission.
 - The assessment needs to be comprehensive and scheduled to revolve around a five-year cycle.
 - The assessments should determine the Strengths and Weakness of the institution.
 - The planning documents should use the assessments to plan effective management of the institution's resources to improve opportunities and avoid threats.
 - These documents should use the S.W.O.T. methodology for comprehensive planning.
 - Strengths

- Weaknesses
- Opportunities
- Threats
- These documents are the result of the participation of all members of the institution.
- Assessment and Assessment planning need to be completed in the early spring.
- Planning and evaluations should be completed by late spring or early summer.
- The statistical abstract should be completed by August.
- The online ABHE report should be submitted no later than Oct. 31 annually.
- All these documents must be submitted to ABHE by Oct. 31 annually
- Assessment and Assessment Planning Document
- Planning and Evaluation Document
- Statistical Abstract
- College Auditors report needs to be included with these documents.
- Typically, three to five copies of these documents are required. Check with ABHE for specific requirements such as quantity, hole punching, no stapling, double-sided, etc.
- This process should evaluate all aspects of the college and need to evaluate all aspects of the College’s mission statement, goals, objectives, department missions, department goals, department objectives, etc.

Lines of Authority and Communication

- The Vice-President for Academic Affairs will confer with the Academic Committee at least once a month to assure campus consistency in policies, assessment, planning, and other issues which need to be coordinated.
- The Vice-President for Academic Affairs will meet monthly with the faculty.
- The College President is the direct overseer of the Vice-President for Academic Affairs.
- The College President is the liaison between the Administration and the Board of Directors.

BCC Academic Flow Chart

Board of Directors
Academic Committee



College President



Vice President
for Academic Affairs



Faculty



Committees



Bible/Theology

Practical Theology

Gen Ed

Faculty Review

Appendix

The following statement of doctrine has been taken from the Assemblies of God. You can also view the statement at ag.org.

Statement of Doctrine:

The Tenets of Faith. The Bible is our all-sufficient rule for faith and practice. This Statement of Fundamental Truths is intended simply as a basis of fellowship among us (i.e., that we all speak the same thing, 1 Corinthians 1:10, Acts 2:42). The phraseology employed in this statement is not inspired or contended for, but the truth set forth is held to be essential to a full-gospel ministry. No claim is made that it contains all Biblical truth, only that it covers our need as to these fundamental doctrines.

1. The Scriptures Inspired

The Scriptures, both the Old and New Testaments, are verbally inspired of God and are the revelation of God to man, the infallible, authoritative rule of faith and conduct (2 Timothy 3:15-17; 1 Thessalonians 2:13, 2 Peter 1:21).

2. The One True God

The one true God has revealed himself as the eternally self-existent "I AM," the Creator of heaven and earth and the Redeemer of mankind. He has further revealed himself as embodying the principles of relationship and association as Father, Son, and Holy Ghost (Deuteronomy 6:4, Isaiah 43:10, 11; Matthew 28:19, Luke 3:22).

The Adorable Godhead

(a) Terms Defined

The terms trinity and persons, as related to the Godhead, while not found in the Scriptures, are words in harmony with Scripture, whereby we may convey to others our immediate understanding of the doctrine of Christ respecting the Being of God, as distinguished from "gods many and lords many." We, therefore, may speak with propriety of the Lord our God, who is One Lord, as a Trinity or as one Being of three persons, and still be scriptural (examples, Matthew 28:19, 2 Corinthians 13:14; John 14:16,17).

(b) Distinction and Relationship in the Godhead

Christ taught a distinction of persons in the Godhead which He expressed in specific terms of relationship, as Father, Son, and Holy Ghost, but that this distinction and relationship as to its mode is inscrutable and incomprehensible, because unexplained (Luke 1:35; 1 Corinthians 1:24; Matthew 11:25-27; 28:19; 2 Corinthians 13:14; 1 John 1:3,4).

(c) Unity of the One Being of Father, Son, and Holy Ghost

Accordingly, therefore, there is that in the Father which constitutes Him the Father and not the Son; there is that in the Son which constitutes Him the Son and not the Father; and there is that in the Holy Ghost which constitutes Him the Holy Ghost and not either the Father or the Son. Wherefore the Father is the Begetter, the Son is the Begotten; and the Holy Ghost is the One proceeding from the Father and the Son. Therefore, because these three persons in the Godhead are in a state of unity, there is but one Lord God Almighty and His name one (John 1:18; 15:26; 17:11, 21; Zechariah 14:9).

(d) Identity and Cooperation in the Godhead

The Father, the Son, and the Holy Ghost are never identical as to person; nor confused as to relation; nor divided in respect to the Godhead; nor opposed as to cooperation. The Son is in the Father and the Father is in the Son as

to relationship. The Son is with the Father and the Father is with the Son, as to fellowship. The Father is not from the Son, but the Son is from the Father, as to authority. The Holy Ghost is from the Father and the Son proceeding as to nature, relationship, cooperation and authority. Hence no person in the Godhead either exists or works separately or independently of the others (John 5:17-30, 32, 37; 8:17, 18).

(e) The Title, Lord Jesus Christ

The appellation Lord Jesus Christ is a proper name. It is never applied in the New Testament either to the Father or to the Holy Ghost. It therefore belongs exclusively to the Son of God. (Romans 1:1-3, 7; 2 John 3).

(f) The Lord Jesus Christ, God with us

The Lord Jesus Christ, as to His divine and eternal nature, is the proper and only Begotten of the Father, but as to His human nature, He is the proper Son of Man. He is, therefore, acknowledged to be both God and man; who because He is God and man, is "Immanuel," God with us. (Matthew 1:23; 1 John 4:2, 10, 14; Revelation 1:13, 17).

(g) The Title, Son of God

Since the name Immanuel embraces both God and man, in the one person, our Lord Jesus Christ, it follows that the title Son of God describes His proper deity, and the title Son of Man, His proper humanity. Therefore, the title Son of God belongs to the order of eternity, and the title Son of Man to the order of time (Matthew 1:21-23; 2 John 3; 1 John 3:8; Hebrews 7:3; 1:1-13).

(h) Transgression of the Doctrine of Christ

Wherefore, it is a transgression of the doctrine of Christ to say that Jesus Christ derived the title Son of God solely from the fact of the Incarnation, or because of His relation to the economy of redemption. Therefore, to deny that the Father is a real and eternal Father, and that the Son is a real and eternal Son, is a denial of the distinction and relationship in the Being of God; a denial of the Father and the Son; and a displacement of the truth that Jesus Christ is come in the flesh (2 John 9; John 1:1,2,14,18,29,49; 1 John 2:22,23; 4:1-5; Hebrews 12:2).

(i) Exaltation of Jesus Christ as Lord

The Son of God, our Lord Jesus Christ, having by himself purged our sins, sat down on the right hand of the Majesty on high, angels and principalities and powers having been made subject unto Him. And having been made both Lord and Christ, He sent the Holy Ghost that we, in the name of Jesus, might bow our knees and confess that Jesus Christ is Lord to the glory of God the Father until the end, when the Son shall become subject to the Father that God may be all in all (Hebrews 1:3; 1 Peter 3:22; Acts 2:32-36; Romans 14:11; 1 Corinthians 15:24-28).

(j) Equal Honor to the Father and to the Son

Wherefore, since the Father has delivered all judgment unto the Son, it is not only the express duty of all in heaven and on earth to bow the knee, but it an unspeakable joy in the Holy Ghost to ascribe unto the Son all the attributes of deity, and to give Him all the honor and the glory contained in all the names and titles of the Godhead except those which express relationship (see paragraphs b, c, and d), and thus honor the Son even as we honor the Father (John 5:22,23; 1 Peter 1:8, Revelation 5:6-14, Philippians 2:8,9; Revelation 7:9,10; 4:8-11).

3. The Deity of the Lord Jesus Christ

The Lord Jesus Christ is the eternal Son of God. The Scriptures declare:

(a) His virgin birth (Matthew 1:23; Luke 1:31, 35).

(b) His sinless life (Hebrews 7:26; 1 Peter 2:22).

(c) His miracles (Acts 2:22; 10:38).

(d) His substitutionary work on the cross (1 Corinthians 15:3; 2 Corinthians 5:21).

(e) His bodily resurrection from the dead (Matthew 28:6; Luke 24:39; 1 Corinthians 15:4).

(f) His exaltation to the right hand of God (Acts 1:9, 11; 2:33; Philippians 2:9-11; Hebrews 1:3).

4. The Fall of Man

Man was created good and upright; for God said, "Let us make man in our image, after our likeness." However, man by voluntary transgression fell and thereby incurred not only physical death but also spiritual death, which is separation from God (Genesis 1:26, 27; 2:17; 3:6; Romans 5:12-19).

5. The Salvation of Man

Man's only hope of redemption is through the shed blood of Jesus Christ the Son of God.

(a) Conditions to Salvation

Salvation is received through repentance toward God and faith toward the Lord Jesus Christ. By the washing of regeneration and renewing of the Holy Ghost, being justified by grace through faith, man becomes an heir of God according to the hope of eternal life (Luke 24:47; John 3:3; Romans 10:13-15; Ephesians 2:8; Titus 2:11; 3:5-7).

(b) The Evidences of Salvation

The inward evidence of salvation is the direct witness of the Spirit (Romans 8:16). The outward evidence to all men is a life of righteousness and true holiness (Ephesians 4:24; Titus 2:12).

6. The Ordinances of the Church

(a) Baptism in Water

The ordinance of baptism by immersion is commanded in the Scriptures. All who repent and believe on Christ as Savior and Lord are to be baptized. Thus they declare to the world that they have died with Christ and that they also have been raised with Him to walk in newness of life (Matthew 28:19; Mark 16:16; Acts 10:47, 48; Romans 6:4).

(b) Holy Communion

The Lord's Supper, consisting of the elements bread and the fruit of the vine is the symbol expressing our sharing the divine nature of our Lord Jesus Christ (2 Peter 1:4); a memorial of His suffering and death (1 Corinthians 11:26); and a prophecy of His second coming (1 Corinthians 11:26); and is enjoined on all believers "till He come!"

7. The Baptism in the Holy Spirit

All believers are entitled to and should ardently expect and earnestly seek the promise of the Father, the baptism in the Holy Spirit and fire, according to the command of our Lord Jesus Christ. This was the normal experience of all in the early Christian Church. With it comes the endowment of power for life and service, the bestowment of the gifts and their uses in the work of the ministry. Luke 24:49; Acts 1:4; Acts 1:8; 1 Corinthians 12:1-31

This experience is distinct from and subsequent to the experience of the new birth. Acts 8:12-17; Acts 10:44-46; Acts 11:14-16; Acts 15:7-9

With the baptism in the Holy Spirit come such experiences as:

an overflowing fullness of the Spirit, John 7:37-39; Acts 4:8;

a deepened reverence for God, Acts 2:43; Hebrews 12:28;

an intensified consecration to God and dedication to His work, Acts 2:42;

also, a more active love for Christ, for His Word and for the lost, Mark 16:20.

8. The Initial Physical Evidence of the Baptism in the Holy Spirit

The baptism of believers in the Holy Spirit is witnessed by the initial physical sign of speaking with other tongues as the Spirit of God gives them utterance. Acts 2:4

The speaking in tongues in this instance is the same in essence as the gift of tongues, but is different in purpose and use. 1 Corinthians 12:4-10; 1 Corinthians 12:28

9. Sanctification

Sanctification is an act of separation from that which is evil, and of dedication unto God (Romans 12:1,2; 1 Thessalonians 5:23; Hebrews 13:12). Scriptures teach a life of "holiness without which no man shall see the Lord" (Hebrews 12:14). By the power of the Holy Ghost we are able to obey the command: "Be ye holy, for I am holy" (1 Peter 1:15,16)

Sanctification is realized in the believer by recognizing his identification with Christ in His death and resurrection, and by faith reckoning daily upon the fact of that union, and by offering every faculty continually to the dominion of the Holy Spirit (Romans 6:1-11,13; 8:1,2,13; Galatians 2:20; Philippians 2:12,13; 1 Peter 1:5).

10. The Church and Its Mission

The Church is the body of Christ, the habitation of God through the Spirit, with divine appointments for the fulfillment of her great commission. Each believer, born of the Spirit, is an integral part of the general assembly and the church of the firstborn, which are written in heaven (Ephesians 1:22,23; 2:22; Hebrews 12:23).

Since God's purpose concerning man is to seek and to save that which is lost, to be worshiped by man, and to build a body of believers in the image of His Son, the priority reason-for-being of the Assemblies of God as part of the Church is:

- a. To be an agency of God for evangelizing the world (Acts 1:8; Matthew 28:19,20; Mark 16:15,16).
- b. To be a corporate body in which man may worship God (1 Corinthians 12:13).
- c. To be a channel of God's purpose to build a body of saints being perfected in the image of His Son (Ephesians 4:11-16; 1 Corinthians 12:28; 14:12).
- d. The Assemblies of God exists expressly to give continuing emphasis to this reason for being in the New Testament apostolic pattern by teaching and encouraging believers to be baptized in the Holy Spirit. This experience:
 - e. Enables them to evangelize in the power of the Spirit with accompanying supernatural signs (Mark 16:15-20; Acts 4:29-31; Hebrews 2:3,4).
 - f. Adds a necessary dimension to a worshipful relationship with God (1 Corinthians 2:10-16; 1 Corinthians 12-14).
 - g. Enables them to respond to the full working of the Holy Spirit in expression of fruit and gifts and ministries as in New Testament times for the edifying of the body of Christ (Galatians 5:22-26; 1 Corinthians 14:12; Ephesians 4:11,12; 1 Corinthians 12:28; Colossians 1:29).

The Ministry

A divinely called and scripturally ordained ministry has been provided by our Lord for the threefold purpose of leading the Church in: (1) evangelization of the world (Mark 16:15-20), (2) worship of God (John 4:23,24), and (3) building a body of saints being perfected in the image of His son (Ephesians 4:11,16).

12. Divine Healing

Divine healing is an integral part of the gospel. Deliverance from sickness is provided for in the Atonement, and is the privilege of all believers (Isaiah 53:4,5; Matthew 8:16,17; James 5:14-16).

13. The Blessed Hope

The resurrection of those who have fallen asleep in Christ and their translation together with those who are alive and remain unto the coming of the Lord is the imminent and blessed hope of the Church (1 Thessalonians 4:16,17; Romans 8:23; Titus 2:13; 1 Corinthians 15:51, 52).

14. The Millennial Reign of Christ

The second coming of Christ includes the rapture of the saints, which is our blessed hope, followed by the visible return of Christ with His saints to reign on the earth for one thousand years (Zechariah 14:5; Matthew 24:27,30; Revelation 1:7; 19:11-14; 20:1-6). This millennial reign will bring the salvation of national Israel (Ezekiel 37:21,22; Zephaniah 3:19,20; Romans 11:26,27) and the establishment of universal peace (Isaiah 11:6-9; Psalm 72:3-8; Micah 4:3,4).

15. The Final Judgment

There will be a final judgment in which the wicked dead will be raised and judged according to their works. Whosoever is not found written in the Book of Life, together with the devil and his angels, the beast and the false prophet, will be consigned to everlasting punishment in the lake which burneth with fire and brimstone, which is the second death (Matthew 25:46, Mark 9:43-48; Revelation 19:20; 20:11-15; 21:8).

16. The New Heavens and the New Earth

"We, according to His promise, look for new heavens and a new earth, wherein dwelleth righteousness" (2 Peter 3:13; Revelation 21,22).



Faculty Covenant Agreement Form

I have read, understand, agree with Bridges Christian College Statement of Faith, Mission Statement, Educational Philosophy, Institutional Goals, Institutional Objectives, School Catalog and Statement of Faith. Furthermore, I have also read the Faculty Handbook and understand that it is a guide for my behavior while I am a member of Bridges Christian College. I hereby agree to the policies and procedures outlined in the faculty handbook. I agree to the faculty responsibilities and classroom management protocols. I realize that failure to abide by these lifestyle commitments and faculty responsibilities may result in disciplinary action.

Please select the appropriate status:

Name: _____

Signature: _____

Date: _____