



WARNER PACIFIC COLLEGE

Adult Degree Program

FACULTY PROCEDURES GUIDE

This manual is intended to be a companion to the following important documents:

- 1. Warner Pacific College Employee Handbook**
- 2. Warner Pacific College Faculty Handbook**
- 3. Warner Pacific College Adjunct Manual**

Please consult these documents for over-arching policies and institutional procedures. This document is targeted to Adult Degree Program faculty, to outline program-specific policies and procedures.

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Warner Pacific College Mission

Warner Pacific is a Christ-centered, urban, liberal arts college dedicated to providing students from diverse backgrounds an education that prepares them to engage actively in a constantly changing world.

The Adult Degree Program is designed to fulfill the [WPC mission](#) with the needs of working adults in mind. ADP instructors are expected to be familiar with and supportive of the Warner Pacific mission, vision and core values and themes, as well as to utilize strong andragogical practices in the classroom.

WPC Vision

Warner Pacific College will be a Christ-centered, innovative, diverse, formational learning community known for fostering collaboration, developing a sense of vocation among students, staff and faculty, and operating within a position of fiscal responsibility.

WPC Values

Warner Pacific College, as a Christ-centered higher education institution, values:

Learning within the context of community

Academic and inclusive excellence

Engaged relationships among students, faculty and staff

Service in and beyond our city, and

The transformative power of the gospel

WPC Core Themes

Theme 1: Cultivating a Christ-centered learning community

Theme 2: Collaborating with and for our urban environment

Theme 3: Fostering a liberal arts education

Theme 4: Investing in the formation and success of students from diverse backgrounds

Adult Degree Program Purpose and Outcomes

Adult Degree Program Purpose Statement

Our purpose as a college is to develop persons as change agents characterized by integrity, personal and social transformation, a sense of mutual responsibility and a pursuit of personal excellence. The Adult Degree Program at Warner Pacific College ensures that the student's education has a positive impact on every aspect of life. Administration and faculty are at the center of a dedicated community whose focus is to help adult students achieve their personal and professional goals. Classes meet one course at a time, on the same night and at the same time and place to allow the student to plan in advance. A dedicated faculty delivers a curriculum that integrates theory and practice to ensure that the student's education has a positive impact on every aspect of his or her life – career, family, and community.

The faculty and staff of the Adult Degree Program (ADP) are fully supportive of the WPC mission and committed to reflecting these values in our programs and personal interactions. In an effort to imbue our programs with these values and to see these dispositions reflected in our graduates, ADP programs are designed to produce developmentally appropriate student outcomes.

Adult Degree Program Learner Outcomes

Theme 1: Cultivating a Christ-centered learning community

Outcome 1A: The learner will be able to articulate the relationship between faith and program areas of study.

Outcome 1B: The learner will cultivate healthy, caring relationships with self and others.

Outcome 1C: The learner will display a commitment to personal integrity and living a life of love.

Theme 2: Collaborating with and for our urban environment

Outcome 2A: The learner will gain awareness of the unique challenges and opportunities of an urban context.

Outcome 2B: The learner will develop skills necessary to make positive contributions to affect thriving urban environments.

Outcome 2C: The learner will develop a passion for transforming local communities.

Theme 3: Fostering a liberal arts education

Outcome 3A: The learner will understand the value of a liberal arts education focused on the development of the whole person.

Outcome 3B: The learner will develop critical thinking and life-long learning skills.

Outcome 3C: The learner will apply insights from the arts and sciences to professional challenges as well as questions of meaning, purpose and identity.

Theme 4: Investing in the formation and success of students from diverse backgrounds

Outcome 4A: The learner will demonstrate respect for and appreciation of difference in a multicultural world.

Outcome 4B: The learner will develop skills in reconciliation and peace-making.

Outcome 4C: The learner will demonstrate a willingness to engage in efforts that will foster inclusion and justice in his/her sphere of influence.

Academic and Service Commitments

As an institution committed to best practices in adult learning, ADP academic programs strive to be:

1. *Learner centered.* Our focus is on the transformation of the learner, not merely the transmission of knowledge. Toward that end, instructors will use teaching methodologies that engage the whole person and focus on the development of cognitive and personal competencies in the learner.
2. *Developmentally appropriate.* Because adult learners are capable and desirous of making conceptual connections between theory and practice, programs will focus on the higher order thinking skills of analysis, synthesis, and evaluation.
3. *Relevant.* Adults need practical solutions to real world problems. Adult programs will connect theory to practice in a way that is accessible and useful.
4. *Respectful.* Adult learners bring a lifetime of experience and knowledge into the classroom. Those who facilitate the learning environment for adults will do so in a way that is respectful and inclusive of the rich experience and diversity of learners present.
5. *Responsive.* Adult learners lead active and busy lives and ADP courses are offered in an accelerated format. Instructors and facilitators will commit to providing prompt and helpful feedback in the learning process.

6. *Transparent.* Adult learners and facilitators will partner in the learning process. Assignments will assist learners in connecting theory to practice, and expectations and the means of evaluation will be clearly communicated in advance.
7. *Transformative.* Through interaction with the cohort learning teams, engagement with practitioners and academic leaders, and challenging academic experiences, adult learners will experience the transforming power of learning within the context of a supportive community.

As an institution committed to best in class service to learners, ADP administrative services strive to provide:

1. *Ease of use and access.* Electronic resources for services from admission to academics to finances to graduation are available to all learners.
2. *Clarity.* Trained staff members are available to assist each individual student in navigating his/her program and requirements.
3. *Predictability.* Fixed schedules, consistent practices, and access to online academic information allow busy adults to manage the requirements of higher learning within the context of an active life.
4. *Responsiveness.* Staff and faculty provide quick and clear solutions to problems.
5. *Empowerment.* Staff members commit to providing students with the skills and resources necessary to make informed and effective decisions to reach their educational goals.

Living our mission: Recognizing that all are created in God's image, as a Christ-centered community we encourage respect, love, sensitivity, effective communication, ethical behavior, team effort, and creative problem solving in all our relationships. Our hope is to reflect Jesus Christ's example of love and mutual service in the quality and tone of our conversations and daily interactions.

Section I: Contracts and Classroom Procedures

Individual Course Contracts at ADP

Once a candidate has done a teaching demonstration, been interviewed, and been cleared by Human Resources, the candidate becomes eligible to teach as courses become available. Department Chairs indicate the course(s) for which each instructor is eligible, and then ADP personnel contact individual instructors to offer courses for consideration. Courses are typically assigned 2-4 months ahead, based on the instructor's verbal agreement. After a course is assigned, a contract is generated 1 month in advance of the course start date.

Contracts are sent via email to the instructor's Warner Pacific email address (@warnerpacific.edu). Instructors are asked to review the contract, digitally sign, and return the contract electronically to Sheryl Thompson (SDThompson@WarnerPacific.edu) in the ADP Academic Affairs office. Contracts should be signed and returned as soon as possible upon receipt.

Contract rates for adjunct instructors are standard across ADP, based on the number of weeks in the course. All instructors are paid at the entry-level rate for the first three courses they teach at ADP, and then receive a pay increase for courses 4-6, and a final pay increase for all courses beyond seven.

For current rates and pay level, contact the Associate Vice President.

Paychecks

Contracts are paid through the regular payroll system, and checks are issued on the last business day of each month. Contracts are divided into equal payments over the months of the course. For example, for a course that starts in June and ends in July, one half of the contract amount will be paid the end of June, and the other half will be paid the end of July.

Paychecks are issued by the Payroll office (Sylvia LaVoie, SLavoie@WarnerPacific.edu) and employees are strongly encouraged to arrange for automatic deposit. Contact Sylvia to make appropriate arrangements.

Due to processing times, requests for payment must be received in the Payroll Office no later than the 18th of each month. Assignments completed after that time will be paid in the following payroll month.

Low Enrollment Adjustments

Class sizes are closely monitored and typically fall between 6 and 24 students. Classes with fewer than six students are typically canceled and classes with more than 24 students are typically divided into two sections. Occasionally there may be extenuating circumstances that require a class to run with fewer than six students. In such cases, a *low enrollment contract* is offered. This contract is pro-rated, based on the number of students in the course. For example, if there are four students enrolled, a contract is offered that is 66% (4/6) of the regular contract rate. Whenever possible, low enrollment courses are identified ahead of time. In rare cases, class enrollments drop below the minimum level after a contract has been issued, or a low enrollment course achieves the minimum level of enrollment. In these cases, an adjustment to the contract is issued reflecting the appropriate enrollment level of the course. Once a course begins, however, no adjustment to the contract will be made, even if the enrollment level changes.

Substitute Teachers

Because the Adult Degree Program is an accelerated program and courses have very few sessions, instructors are encouraged to commit to being present for every workshop. Occasionally emergency circumstances arise that make it necessary for an instructor to miss a class session. In these cases, we will assist in securing a substitute teacher for one class session.

Substitute teachers must be coordinated with the ADP Academic Affairs office. For help identifying a qualified substitute, or to discuss the possibility of teaching the session online, you may contact Sheryl Thompson (SDThompson@WarnerPacific.edu) or your program leader.

Warner Pacific College provides sick time in accordance with State of Oregon's Sick Time law as reflected in the Employee Handbook, Section 4.5 located on our website. Absences covered under this category require tracking and completion of a timecard which ADP will email to you upon notification of your illness. Contact the Human Resources Office for questions you may have in regard to the State of Oregon Sick Time law.

Substitute instructors are paid at the rate of \$200 for one workshop/evening, and they are responsible only for facilitating the instruction for that evening – they are not responsible for any grading in the course. If the instructor's absence is due to a medical or other emergency situation, WPC will cover the cost of the substitute instructor. If the absence is not caused by an emergency situation (e.g., unexpected travel), the instructor's contract amount will be reduced by the amount required to pay the substitute instructor.

Unexpected Absences

If extreme extenuating circumstances cause an instructor to be late to a face-to-face workshop, the instructor should make every effort to contact the students by posting a message in the “Announcements” forum on the course’s Moodle site. The message should give students information on when the instructor expects to arrive, and what to work on until s/he arrives. If posting on the Moodle site is impossible, the instructor should contact either Sheryl Thompson (503-517-1310) or Lori Jass (503-517-1320).

If the instructor is more than 30 minutes late for class and does not get a message to the class, students are free to leave class and should not be penalized.

Cancellations Due to Inclement Weather

Decisions regarding class cancellations due to inclement weather or other emergency circumstances are made by WPC’s central administration and will be announced via email and text alerts.

To subscribe to the e2Campus messaging system, sign up at <https://www.e2campus.net/my/warnerpacific/index.htm>

Every effort will be made to decide on cancellations in time for adult students to receive the information before beginning travel to their campus location.

In the event that a session is canceled, instructors are encouraged to use the online Moodle site for the course to facilitate the learning for that week. The instructor is asked to email the students through the [MyWPClasses](#) (Moodle) course site to give them instructions regarding how to participate in the course for that week. Activities may include discussion questions, additional reading/writing, an online podcast or PowerPoint, etc. to replace the planned instruction for that workshop. Students should also be asked to submit their assignments for the week through the online course site.

If it is impossible for the coursework to be managed online and the evening’s content cannot be handled through the subsequent workshop (e.g., it is the last workshop for the course, or the activities were to be class presentations), the instructor may work with the students to find an alternative time to meet with the class. In this rare case, the meeting (1) must be held in a WPC classroom, (2) must be coordinated with the ADP Office of Academic Affairs, and (3) must provide alternatives for any student who is not able to be present in the newly-scheduled session.

Should inclement weather become an issue during a face-to-face workshop, instructors should use their discretion regarding releasing the class early. If the instructor releases the class early, the same process (managing remaining content online) should be used to complete the requirements for that week's class. If the instructor chooses not to release the class, students who have a substantial distance to drive or other extenuating circumstances that lead them to conclude that leaving early would be in their best interest, the instructor is encouraged not to penalize the student. However, students who make a personal decision to leave class should be held to the same course requirements as the rest of the class.

Students who are driving in from long distances and choose not to attend class due to inclement weather may be accommodated (e.g., allowed to alternative assignments for "in-class" exercises), but should be expected to complete all requirements of the course according to the same timelines as the rest of the class. Students should be reported as absent. (Note: if the absence would lead to the student being absent for more than 4 hours of the course, the student may appeal for an exception to the attendance policy through the Academic Policies Committee and the appeal will be considered on its merits.)

Classroom Observation

In an effort to provide developmental feedback, our department chairs and academic leaders may sit in on class sessions as an observer. The observer will coordinate the time and place of the observation with the instructor, and will arrange for a time to review the observation together. Classroom observations may take place in face-to-face sessions, as well as in the online environment. Observers in the online environment will coordinate with the instructor; in no case will the observer be present in the course without the instructor's knowledge.

The [faculty observation form](#) is available in the Appendix.

Sexual Harassment and Discrimination Policy

Please review this important policy in Section 10 of the *Employee Handbook*. All Warner Pacific employees are expected to know and abide by the guidelines of all employee policies.

Title IX Guidelines

Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. Sec. 1681, et seq., prohibits discrimination on the basis of sex in any federally funded education program or activity. In compliance with this federal policy, Warner Pacific College does not discriminate on the basis of

sex in its education programs and activities and has designated the following individuals as Title IX compliance officers.

All employees of Warner Pacific College are required to report any information they receive about sexual violence, harassment or discrimination. The employee should not investigate the issue, but rather report it to one of the designated compliance officers:

Steve Stenberg, Strategic Advisor to the President
(Title IX Coordinator—handling complaints for students, staff, and faculty)
Office Location: AF Gray 118
Office phone number: 503.517.1238
Email: sstenberg@warnerpacific.edu

Jon Sampson, Dean of Students
(Title IX Coordinator – handling complaints for students)
Office Location: Smith Hall
Office phone number: 503.517.1056
Email: jsampson@warnerpacific.edu

Jared Valentine, Student Affairs Compliance Officer
(Deputy Title IX Coordinator—handling complaints from students)
Office Location: Smith Hall 211
Office phone number: 503.517.1008
Email: jvalentine@warnerpacific.edu

Dr. Lori Jass, Associate Vice President for Academic Affairs
(Title IX Coordinator—handling complaints from Adult Degree Program students)
Office Location: Centre 205
Office phone number: 503.517.1320
Email: ljass@warnerpacific.edu

Bev Fitts, Director of Human Resources
(Deputy Title IX Coordinator—handling complaints from staff and faculty)
Office Location: AF Gray 216
Office phone number: 503.517.1031
Email: bfitts@warnerpacific.edu

Charity Tripp, Student Affairs and Residence Life Coordinator
(Deputy Title IX Coordinator—handling complaints from students)
Office Location: Smith Hall 216
Office phone number: 503.517.1098
Email: ctripp@warnerpacific.edu

Section II: Adult Education, Programs and Curriculum

The Adult Degree Program is specifically designed to serve adult learners in developmentally appropriate ways. Instructors are asked to ensure that their classrooms are accessible to and appropriate for adult learners by incorporating andragogical practices in their instruction. (These principles are based on Malcolm Knowles seminal work, [*The Adult Learner*](#).)

Andragogy (contrasted to pedagogy) identifies several assumptions about adult learners that make them substantively different from younger learners:

1. Adults are typically more independent and self-directed.
2. Adults have accumulated a wide variety of experiences that provide additional resources for learning.
3. Adults are physiologically and socially more ready to learn than younger students.
4. Adults are oriented toward problem-solving and focused on the application of learning to their tasks.
5. Adults are internally motivated and goal-oriented.

In order to craft instruction that meets these unique developmental needs, Knowles suggested four principles to guide instruction:

1. Involve the learners in the planning and evaluation of their instruction. Ensure that expectations are clear and that learners have ample opportunity to understand what will be expected of them.
2. Acknowledge the experience that adult learners bring into the classroom as vital and important, and incorporate the knowledge gained from that experience in the course instruction.
3. Keep the instruction focused on relevant and applicable skills and understandings. Adults learn best when they are able to immediately apply and integrate knowledge in their work or personal lives.
4. Focus instruction on problem-solving and higher-order thinking skills (integration and synthesis), rather than on the transmission of information.

In addition to the incorporation of andragogical principles in classroom, Warner Pacific College offers a number of other support services to ensure adult learners can optimize their college experience.

Course Catalog and ADP Bulletin

Full descriptions of programs of study, course descriptions, and academic policies are included in two important publications. The *Warner Pacific College Catalog* is produced each Fall and includes information on academic policies and structures that impact both the traditional and adult programs. The *Adult Degree Program Bulletin* is also produced each Fall, and includes policies, programs, and course descriptions that are unique to the adult degree program. Links to both of these documents are provided on the [Adult Degree Dashboard](#). From the Warner Pacific College home page (www.warnerpacific.edu), under “Quick Links,” click on “Current Students” and then on “Adult Degree Dashboard.” The link to the ADP Bulletin (and any applicable addenda) are under “Quick Links.” The *WPC Catalog* link is under the “Undergraduate Dashboard” link.

Academic Success Center

The Academic Success Center provides students with tutoring, academic mentoring, and academic coaching to help them develop the skills necessary to maximize their current and future academic potential. They provide skill-specific and course-specific tutoring. To access the Academic Success Center, students may review the resources on the website (<http://www.warnerpacific.edu/academic-success-center/>), call (503.517.1122) or go to the office, located in Smith Hall, D Wing, Room 215 on the Tabor campus.

Disability Services

Warner Pacific College provides academic adjustments and auxiliary aids for qualifying students consistent with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act Amendment of 2008.

Any student who has a documented disability that may require accommodation to fully participate in college courses should contact the Office of Career and Life Counseling (503.517.1119) as soon as possible, if possible more than 30 days prior to the beginning of the course in which accommodation is requested.

Instructors are asked to refer students to initiate this process for all accommodations requests, rather than try to accommodate the student directly. WPC personnel will provide clear documentation to the student and instructor regarding the appropriate accommodations to be made.

FIG: Using the Faculty Instructional Guide

Most ADP courses have a master Moodle site, which is accessed by logging in at MyWPClasses.warnerpacific.edu. (Note that students are sometimes confused by the difference between “Moodle” and “MyWPClasses.” “Moodle” is the learning management system that we use to deliver our courses. MyWPClasses is the web address where students can access these courses).

The learning management system will automatically generate course sites for each new class section approximately three weeks before the course start date. It is very important to login to your Moodle course site as soon as possible once it is available, in order to familiarize yourself with the course and the course site. Department chairs and ADP personnel are always working to adjust and improve courses, so it is possible that texts or assignments may have changed since the last time you taught the course.

When you login to MyWPClasses, click on the link to your course and find the link to the “Faculty Instructional Guide.” The FIG is the master instructional document for the course, and typically has instructions for both online and face-to-face (F2F) course delivery options. If your course is online, follow the faculty instructions for the online course, and ensure that the appropriate discussion questions are imported into each module.

If your course is face-to-face, follow the instructions for the face-to-face course. Resources in face-to-face course site that are primarily designed for use in the online delivery of the course have been removed from the face-to-face master, so students are not confused about the requirements of the course.

Reading and Using the Syllabus

The ADP syllabus is of central importance in the ADP classroom. Students count on the syllabus to provide them with grading and deadline information, and they count on the accuracy and dependability of this information in order to manage their busy lives. Please do not change the syllabus requirements, especially those pertaining to due dates and assignments.

There are, of course, circumstances in which adjustments to the syllabus might be preferable or even necessary. In those cases, it is very important to distinguish between those things that can be adjusted by the professor, and those that require broader faculty input. Please use these guidelines in your thinking:

1. Course numbers, titles, descriptions and outcomes (things that would be associated with the “official record” of the course) must not be changed. If an instructor identifies a

problem that should be addressed, s/he should bring the issue to the Program Director or Department Chair for action.

2. Major assignments that are connected to the assessment of learning outcomes must not be changed. This is important to ensure that we can evaluate the efficacy of our courses over multiple sections.
3. Due dates should not be changed as a general rule. Should individual course circumstances drive the need for adjustment, any changes to due dates should be done with the input of the students, and must be adjusted in ways that do not penalize the student (i.e., later due dates rather than earlier due dates).
4. Assignments should typically not be added or eliminated once a course has begun. If individual course circumstances drive the need to eliminate an assignment, the instructor must insure that it is not the only assignment that assesses a given course outcome.
5. All adjustments to the syllabus should be discussed with the Program Director or Department Chair.

Using Online Resources in a Face-to-Face Class

Because online courses require extensive and robust resources, instructors may want to take advantage of the resources in the Moodle shell (as seen in the FIG) to enhance the work in a face-to-face course (to access these resources, if they are not already in the course site, contact the Associate VP or the Coordinator of Faculty, Curriculum and Textbook Services). Use of online discussion questions or media resources, for example, can help students think ahead about specific content areas and make the workshop interaction more productive. Note, however, that some face-to-face students are reluctant to engage in online activities. For some, it is a lack of comfort or familiarity with the demands of online learning. For others, it produces frustration when they feel that their conscious choice of a face-to-face experience is being compromised by too much online interaction.

The use of discussion forums should, for the most part, be limited to the online environment. Discussion questions listed in the FIG may certainly be used in face-to-face classes, but the dialogue should take place within the workshop. Exceptions to this general guidelines are outlined in the next section, “Using online ‘make-up’ sessions.”

Remember that not all students are familiar with and able to navigate a Moodle site with equal ease. Furthermore, having resources available in the online environment that are not used in the class can lead to confusion and frustration for students. Before you launch your class, view the Moodle site as a student sees it by clicking on “Switch role to . . . ” (near the bottom of the left-side column, under the “Administration” section) and click on “Student.” This will allow you

to see the course site exactly the way students see it, so you can identify anything that is displaying when you did not intend for it to be displayed. When you are done previewing your course, click on “Return to my normal role” at the top of the page, by your name/login.

Using Online “Make-Up” Sessions

When extenuating circumstances lead to the need to cancel a face-to-face class session, holding the class online is a great option. If this becomes necessary, the instructor must ensure that the instructions for the week’s interactions are clear, and that students fully understand what will be required of them to be considered “present” for that week. Typically this means that the student will need to be actively engaged in online discussion questions, both through initial postings and responses to other students’ postings. Synchronous sessions should typically not be used for make-up sessions, since students may not have enough time to arrange to be present. In the extreme circumstance in which a synchronous session must be required, the instructor must arrange to use WebEx and tape the session for those who can’t attend, and the students who cannot participate must not be penalized for non-participation. (Instructions for setting up a [WebEx session](#) are available in the Appendix.)

Use the “Announcements” forum in the Moodle site to provide clear instructions to students for the course session. Posting the announcement in this forum will both ensure that the instructions remain visible to students throughout the week for their reference, and will send the announcement to their email.

Again, be sure to provide clear instructions to students regarding how to access online materials, as some of them may be completely unfamiliar with Moodle navigation.

Section III: Instructional Policies

Consistency in the student experience is very important for adult students. One of the reasons that adult programs are popular is because they are built on the assumption that adult students lead busy lives and to make time for school it must be predictable and manageable. Toward that end, please abide by these classroom guidelines.

Weekly Course Structure

Undergraduate courses are five weeks in length and graduate courses are six weeks in length. An instructional week begins on Monday and ends on Sunday night. In the online program, all courses begin on Mondays (12:00 a.m.) and end on Sundays (11:59 p.m.). In the face-to-face program, the workshop is scheduled on the last evening of the week. So, for example, if the workshop is on Monday evening, that course's week begins on Tuesday morning and ends on Monday night.

Face to Face Course Workshops

Regular weekly sessions are scheduled to run from 6:00 to 10:00 p.m. *Students should not be dismissed early.* Should the learning objectives for a given session be accomplished prior to the 10:00 dismissal time, students should be encouraged to use the remaining class time to meet with their learning teams. If in-class time is given to students to meet with their learning teams and they finish early and/or choose to meet in another location, the instructor should remain available for student questions and interaction until 10:00 p.m., or until all students/groups have left the building.

Campus Locations

Each of the campus locations has unique characteristics, advantages and limitations. For classes held in locations other than C205, please review the memo that comes with your course contract to familiarize yourself with the issues unique to that campus location.

Attendance Policy

Because of the accelerated nature of the Adult Degree Program and the heavy use of learning team projects and interactions, students are expected to attend *all* workshops. Students are allowed to miss one class session (up to 4 hours) and still pass the class. Students who miss

more than one class session will normally not be allowed to pass the course. Students who feel they have extenuating circumstances that warrant an exception to the normal attendance policy may appeal the decision to the Academic Policies Committee.

Occasionally students interpret the attendance policy to mean that they have one “excused” absence per course. This is not an accurate understanding. Faculty are encouraged to grade students appropriately, given attendance requirements and the completion (or lack thereof) of in-class activities. Instructors are not expected to provide “make-up” work for students who miss class sessions. At the same time, for those students who have emergency or extenuating circumstances and who proactively communicate with the instructor, the instructor may provide make-up assignments at his/her discretion.

Taking Attendance

Because Warner Pacific College participates in federal financial aid programs, it is imperative that we comply with federal requirements that ensure that aid recipients are actively engaged the programs of study for which they are receiving aid. In addition, student refunds and fees are determined on the basis of the amount of class they have completed. Therefore, it is extremely important that instructors report student attendance weekly to the Records office. Attendance is recorded and submitted online, and [instructions for recording attendance](#) are included in the Appendix.

You will receive system-generated reminders if you do not submit your attendance in a timely manner. If you do not submit attendance on the date required, the Academic Affairs office will be notified. Please make it a priority to complete this important task.

Campus Copyright Policy & Implementation

In commitment to academic integrity and to abiding by legal requirements, Warner Pacific College will adhere to the provisions of the United States copyright law (Title 17, United States Code). Instructors are asked to know and abide by all related guidelines, as outlined on this site: <http://www.warnerpacific.edu/academics/library/copyright/>.

Learning Team Policy

The Adult Degree Program was designed to serve adult professionals. One important skill that adults must develop to be optimally successful is the ability to work well with others. To aid in that skill development, the program is intentionally built with learning team work as an integral component.

When the learning team program was introduced, students were ultimately placed in a “permanent learning team:” a group of colleagues with whom they would complete the program, cooperating on projects and developing a supportive community. While this was a highlight of the program for many students who found themselves in high-functioning learning teams, it was a source of stress and dissatisfaction for those whose learning teams were not as successful. In order to increase the possibility of satisfaction for all students, the learning team program was adjusted to focus on project-oriented learning teams, whose membership changes. This has led to better feedback from students and increases the likelihood that all will need to rise to the challenge of working with a difficult team, as well as enjoy the process of working with a great team.

Because the program is designed around the idea of cooperative learning, nearly all classes have at least one learning team project. Rare exceptions to this requirement have been granted on a case-by-case basis, primarily for quantitative courses in which teamwork is problematic (e.g., accounting, statistics). However, it is important to note that eliminating a learning team component in a given course requires the review and approval of the department chair. Therefore, individual instructors are not allowed to eliminate learning team projects.

Learning Team Grading Policy

Another source of concern and frustration for students is grading that is based solely on the content of the project, and not reflective of the individual work that is done. To attend to that concern, instructors are asked to grade learning team projects considering a balance of the quality of the output (project) itself and the quality of the work done by the team. The latter is evaluated by combining the student’s self-evaluation, the evaluation of their teammates, and the instructor’s evaluation. A [Teamwork Rubric](#) is available in the Learning Team section of the appendix, as well as in the Student and Faculty Resources section of the Moodle site.

Managing Classroom Behavior

Adult students are most often engaged and respectful in the classroom. On rare occasions, students may exhibit disruptive, disrespectful, or even dangerous behavior. Typically disruptive or disrespectful behavior is best handled personally, between the instructor and the student. Instructors are expected and empowered to manage the classroom environment as appropriate, up to and including asking the student to leave the classroom if necessary.

If a student is unknowingly displaying behavior that inhibits good group dynamics (e.g., monopolizing conversations, engaging in distracting activities during class, wearing heavy scents, etc.), instructors are encouraged to engage the student directly and privately, as quickly

as possible, to identify the disruption and invite the student to adapt his/her behavior as appropriate. In some cases, such as when the student uses inappropriate language, especially “hate” language, it is appropriate for the instructor to address the behavior immediately and publicly, to ensure that the class knows that language or behavior that is damaging to others in class will not be tolerated.

If a student’s negative behavior persists beyond one or two private conversations, the instructor is encouraged to contact the appropriate academic advisor, the department chair, or the AVP’s office for feedback and assistance in dealing with the issue.

If a student exhibits dangerous behavior (e.g., coming to class under the influence, making threats, carrying a firearm or other weapon), the instructor should call [Campus Safety](#) (503.250.1730) or 911 immediately, as appropriate.

Timely Feedback

The most consistent source of frustration and disappointment for students in adult degree programs is the lack of timely feedback from instructors. The nature of an accelerated degree program requires prompt feedback, so that students may use what they learn from assignments when preparing their assignments for the next class session. Therefore, assignments should be evaluated and returned to students within 3-4 days, in order to provide them with an opportunity to incorporate the feedback on subsequent assignments.

If extenuating circumstances require an instructor to extend grading beyond this expectation, the instructor should communicate that to the students and inform them regarding when the grading/feedback will be available. Students should not then be held responsible for incorporating that feedback on subsequent assignments.

Making grades accessible on the Moodle site is a good practice. If the instructor does not choose to post the grades in the Moodle gradebook, there should be another way for students to access their grades throughout the course so that they can monitor their progress.

Submitting Grades

Grades for all classes are due no later than *two weeks* following the last day of class and must be submitted online. Note that there may be cases when a particular student’s grade is needed prior to the end of the grading period (e.g., for pending transfer, graduation, satisfactory academic progress decisions, etc.). In such cases, personnel from the Records Office will contact the instructor to request grade submission early, typically within five days.

Grade submission requires two distinct steps: submitting letter grades online (through MyWP) and submitting the gradebook (i.e., grades on individual assignments as well as final course letter grade) to the Records office. To submit letter grades:

1. Go to mywp.warnerpacific.edu in your web browser.
2. Select “Login Here” and enter your username and password.
3. Click on “Faculty Information” on the right-hand side of the screen (under “WebAdvisor”).
4. Select “Grading and enter the appropriate term from the drop-down menu, then click “Submit.”
5. Select “Final” from the drop-down menu (ADP does not use mid-term grades) and then click on the course for which you are submitting grades and click “Submit.”
6. Enter grades for each student on the class roster.

IMPORTANT:

- a. If a student is on the list who did not complete the course, please enter the last date s/he attended class. If the student never attended a class session (or never posted in an online class), check the “never attended” box.
 - b. All students must receive grades. Students may not receive grades of “I” or “W” without the assistance of the Records Office.
 - c. On rare occasions, traditional students are allowed to enroll in ADP courses. Should you have a traditional student in your class, you will need to submit those grades on a separate class roster. To do so, follow the same instructions (above) but choose the traditional term rather than the ADP term. This will then display a separate section for the same course, and you can enter those grades on the separate form.
 - d. Take great care in your recording of grades. Once you save your entries, they cannot be changed online.
 - e. If you discover that you made an error in your grade submission or circumstances require a change to the grade you submitted, contact the Records Office to initiate a “Change of Grade” process.
7. Click “Submit.”
 8. After you have submitted your final grades online, please save your grading spreadsheet (i.e., your personal records used for computing the students’ grades) using this file name configuration: Course-No-Section_Instructor Last name.ext. For example: AAOD 2-11’s PSY110A taught by Erin Davis would be titled PSY-100A-0211A_Davis.xls.
 9. Please send this file as an attachment to adprecords@warnerpacific.edu. This final step is important, as we retain grading records for several years, in case there are any questions about an individual student’s participation and performance in class.

If you are unable to login to MyWP, please contact the IT Help Desk at 503.517.1399.

If you cannot view the section for which you wish to enter grades, please contact ADP Records at 503.517.1520.

All other concerns may be addressed to ADP Records at 503.517.1520.

Grades and gradebooks are due within two weeks after the last class session of the course.

Writing and Style Guides

ADP has chosen the *Publication Manual* of the American Psychological Association as its style guide. Students are asked to submit their written work consistent with the style guidelines established in the most current edition of the APA Manual (currently the 6th edition). Students in the undergraduate programs receive Houghton and Houghton's *APA: The Easy Way* in their first book shipment. This abbreviated manual provides them with the basic information they need to submit written work. They are also encouraged to use online sources, such as Purdue OWL (<https://owl.english.purdue.edu/owl/>) to ensure that they format their work appropriately. Graduate students receive the full APA manual in their first book shipment.

Because the Adult Degree Program is heavily weighted toward writing as the primary form of assessment, all instructors are asked to attend to writing skills to the degree they can in every class. Though some classes are designated as writing-development courses, students must be able to rely on consistency in the evaluation of their work. This does not mean that each instructor must spend copious amounts of time in writing instruction, but writing that substantially departs from APA standards should be noted as such, and students should be reminded that APA style is the expectation.

Section IV: Moodle and Instructional Technology

“Moodle” is a learning management system (LMS) that is designed to house courses in an online environment. Because Moodle is an open-source application, it is broadly used in educational environments, including K-12 and post-secondary institutions. “MoodleRooms” is a company that has partnered with Moodle to further develop the software that is available through Moodle. Warner Pacific’s learning management system is actually based on the MoodleRooms development of Moodle, which gives us access to their helpful addition, Joule Grader. Access to the MoodleRooms version of the CMS has been granted through partnership with Synergis Education.

You will find the Moodle home page at MyWPClasses.warnerpacific.edu. There is often confusion in talking about the LMS. At ADP, the terms Moodle, MoodleRooms and MyWPClasses may be used interchangeably, since all refer to the place where WPC’s courses exist in the online environment.

Even though Moodle has become synonymous with online education, it is not just a solution for online programs. In fact, all ADP classes have a course site that supports the course, whether it is delivered online or face-to-face. Instructors of face-to-face courses are encouraged to use the Moodle site to support the in-class time by posting supplemental resources, allowing students to collaborate using the small groups module, and encouraging the online submission of written assignments.

Required Moodle Functions

Though some functions of the Moodle course site are optional for face-to-face courses, there are two functions that are required of all instructors, and one that is strongly encouraged:

1. The course syllabus will be posted on the course site when it is generated. This syllabus will be the official guiding document for the course, and all students will have access to it through the Moodle site.
2. The end-of-course-evaluation will be posted in the last week’s module in the course site. Instructors are asked to be certain that the evaluation is set to be visible to students, and are asked to encourage students to complete the evaluation before moving on to their next course.
3. Instructors are strongly encouraged to use the gradebook available on the Moodle site, so that students may access their grades and evaluate their progress in the course at any time. Instructors who would like assistance in learning to use the online grading

functions may contact the Associate Vice President of ADP. Instructors who choose not to use the gradebook available through Moodle are asked to make their students' grades visible and accessible throughout the course by some alternate means, so that students may regularly monitor their progress.

Getting to Know Your Moodle Site

The Moodle course site is helpful for reasons well beyond hosting online course content. It also houses instructional information that is helpful for all instructors, including policies, procedures, and academic support resources.

To view the resources available in Moodle, start by entering “mywpclasses.warnerpacific.edu” in your browser. When you get to the login page, log in using your standard WPC username and password.

Logging in will take you to your Home Page, and you should see “Welcome Your Name” at the top. Any classes you are scheduled to teach will appear in the middle section.

The home page is divided into three columns. On the left you will see a Navigation block. You may use these links at any time to get back to your home page. The column on the right holds a block for the Helpdesk. This link and phone number provides you with 24-hour support for any issues that come up with Moodle functionality. Following the support block is a block with system-wide announcements. You can click on “Customize this Page” (top, right-hand side) to rearrange your home page. This will allow you to add blocks to include a variety of resources on your home page, including a calendar, activity reports, messages, etc.

To view the other resources in Moodle, click on the title of one of your classes. This will take you into that course site, and displays a whole new set of resources. You'll note that the “Navigation” block is still on the left-hand side, but it now includes links to positions within the course site itself. Following the “Navigation” block is the “Administration” block, which allows you to manage a wide variety of resources that are directly related to the course.

At the bottom of the left-hand column is a very useful link called “Switch role to . . . ” When you click on this link, the Moodle site adjusts to display a particular version of the course site. This is most useful when you are trying to ensure that the changes you've made to the course (e.g., making certain resources visible or invisible) are correct. Switch your role to “Student” and you will see the site as a student sees it. Once you have the information you need, click on “Return to my normal role” and you will see the instructor view of the course.

On the right-hand side you will see blocks for events and messages, and two important “Resource” blocks. “ADP Student Resources” is geared toward students, and has policy

information, information on ADA accommodations and academics success, access to library resources and learning team forms, and bookstore information. Though the block is geared toward students, faculty will also find it very useful, especially as it relates to helping students to access support services and learning team forms.

The second block, “ADP Faculty Resources,” includes a number of very important and helpful documents, including, but not limited to:

1. The [Course Launch Checklist](#) should be completed *early* in the process of preparing for your class. These steps should be followed 2-3 weeks before class begins, so the course site is ready for students, who will begin to access the site 1-2 weeks before class begins.
2. Videos and documentation regarding posting discussions questions, using a FIG, etc.
3. Resources and instructions for managing learning teams.
4. Videos and tutorials on using Joule Grader and the online Gradebook, and creating groups.
5. Rubrics that are available within the course site.
6. Policies and expectations.

Moodle Course Site Timelines/Getting Started

Course shells are generated automatically when a course section is scheduled. Shells are created by replicating the “master” course that is in the system, essentially creating a clone of the course that can be customized for that particular course section. For this reason, note that changes you make in an individual section of the Moodle course site will not carry over into future iterations of the course. Any changes that should be made to the course overall must be requested through the Department Chair and then coordinated through the Curriculum & Textbook Coordinator’s office to ensure that the change is made to the appropriate master course.

The system typically generates individual sections of a course three weeks ahead of the course launch date. This gives the instructor one full week to make changes and adjustments to the course before the course becomes visible to students. Should it become necessary to change the course after this window of time, the instructor may “hide” the course from students while editing, and then make the course visible when the editing is done (to change these settings, click on “Edit Settings” under “Course Administration” on the left-hand side of the course. The fourth option is “Visible.” Select “Show” if you want the course visible, and “Hide” if you do not want students to see the course content). Course sites *must* be visible (i.e., set to “Show”) to students at least one full week prior to the course start date; two weeks is preferable.

When opening your course site for the first time, the “Faculty Start Here” link and the “Course Launch Checklist” should be your first stops.

When you click on the “Faculty Start Here” guide, you will be taken to a site that provides you with links and information to set up Learning Teams in your course, and instructions on next steps. This section will also provide you with a link to the “ADP Faculty Resources Page,” which includes the “Course Launch Checklist.” This checklist provides you with a comprehensive list of items to prepare before making the course visible.

Managing Learning Teams Online

Beginning June 1, 2015, the learning team program was adjusted to a “Project Learning Team” model, away from a “Permanent Learning Team” model. This was done to ensure that all students would have an opportunity to be on multiple learning teams, rather than a few continuously on highly-functional teams, while others were continuously on dysfunctional teams. Since students who had already entered the program had been assured that they would be able to stay with their learning team throughout their program at ADP, those in cohorts with permanent learning teams were allowed to retain their teams for the duration of the program.

It is the instructor’s responsibility to manage the learning teams in each class. In order to help the instructor to determine if the cohort is in permanent teams or should be assigned to a new team, a list of all cohorts that have permanent learning teams is available in the Faculty Resources area. Click on “ADP Faculty Resources” and follow the appropriate link(s) under “Learning Team Resources” (this information is also accessible by clicking on the “Faculty Start Here Guide” link under the “Faculty Resources” heading).

This section also includes a number of other instructions for grading team assignments and managing team scoring. In addition, copies of the Learning Team Resources that are available to all students for their use in managing learning team activities are in the Appendix.

When setting up the course site in Moodle, it is important to assign your learning teams to their own team areas in the last “Team Module.” To do this, click on “Users” in the “Administration” block on the left-hand side of the Moodle site and then click on “Groups.” You may use the left-side block to create/edit the names of your teams. Once you have created the teams, click on “Add/remove users” on the right-hand side. This will bring up a list of all students in the course. To add a student to a group, highlight the name and then click “add” to add the student to the appropriate group. To remove a user from a group, click on the group name and then click on the student who will be removed. Click “remove” to remove the student from that group.

Once groups are defined here, they will have access to their own “group” section in the Team Module. In order to help students identify their teammates, it is helpful to post a list of the group assignments in the “Announcements” forum before class begins.

Occasionally the class roster changes in the weeks immediately prior to the course beginning. Be sure to check your roster a day before class begins to ensure that the learning teams are accurate and all have actively registered students.

Grading Resources

Because adult learners are generally self-motivated and achievement-oriented, grades are particularly important to them. This is not to suggest that instructors should inflate grades, or succumb to pressures when students are unhappy about their grades. Rather, it is to put grading in its proper perspective for adult learners.

Adult learners are accustomed to controlling their own destiny. Given appropriate information, they are used to making values-based choices about what they will prioritize in their lives and careers. For this reason, it is very important to provide adult learners with clear information regarding what is required of them to earn the grades they wish to earn.

Most often, the best way to do that is through the use of rubrics. [Rubrics](#) provide them with clear information regarding the level of performance they must achieve in each assignment category in order to earn each grade level. To assist instructors in grading consistently and fairly, the department chairs have adopted a number of standard rubrics that are available in the Moodle site.

To access a rubric, select an assignment to which the rubric will be applied (note that you must be in editing mode in the course site to do this). Click on the “gear” icon to the right of the assignment, and scroll down to “Grade.” Under “Grading method,” click “Rubric” and then “Save and Display.” This will take you to a screen that gives you a choice to create a new rubric or use an existing rubric. To use an existing rubric, click on “create new grading form from a template” and scroll through the examples until you find the rubric you wish to use. Click on “Use this Template” and then “Continue” (note that rubrics are set to a standard 100 points. The score will be converted to the appropriate weighting when entered into the gradebook). You then have an opportunity to edit the rubric, or use it as-is. If you edit the rubric, save it under a new name in order to preserve the original template.

Once the rubric is chosen, it will load automatically when you enter the assignment grading. When grading with a rubric, simply click on the square that corresponds to the student’s score in that category. Once you have clicked on a score in each category, the system will total the

score automatically and place it in the grading area. You may use the text boxes in each category to add your notes and comments.

The grading scale is defined on page 29 of the *ADP Bulletin*, and is as follows:

94-100% A
90-93% A-
87-89% B+
84-86% B
80-83% B-
77-79% C+
74-76% C
70-73% C-
67-69% D+
64-66% D
60-63% D-
59% or below F

The most important part of any grading process is *substantive feedback*. The evaluation process is a significant part of the learning for all adult students. Therefore, it is rarely acceptable simply to assign a point value or letter grade to an assignment. Whenever and wherever possible, include comments that highlight both what the student did well, as well as areas for improvement.

See page 23 for information on Submitting Grades.

Group Grading

When grading groups, it is possible to set up the assignment so that the instructor can provide feedback and a grade on a project once, and have that grade sent to all members of the group. To do so, edit the grading settings for the group assignments (under “Group submission settings”) to “Yes” for “Students submit in groups,” and “No” for “Require group to make submission.” Then select “No” to “Require all group members to submit.” Once these preferences are set, the instructor grades the project that was submitted by one member of the group, and the grade/comments are sent to all members of the group. See the Moodle documentation manual for detailed instructions on group grading.

Synchronous Sessions

Synchronous sessions are optional additions to online courses. Instructors who choose to use online synchronous sessions should bear in mind the individual contexts of students in class,

e.g., those in different time zones, those who work evening hours, etc. In order to prepare students well for these challenges, online students are told that synchronous sessions, when required, will be scheduled between 6 and 10 p.m. on Wednesday evenings, unless (a) the cohort has another time established for all courses prior to the cohort's start, or (b) the session is optional and will be recorded so students who cannot attend during the synchronous session can access the information later.

Warner Pacific uses WebEx to facilitate online synchronous interaction. To access WebEx, contact the Associate Vice President's office. Please make these arrangements well in advance of the session, since there are a limited number of licenses available for simultaneous use. Once the time is reserved, the login information and instructions will be given so the instructor can set up the session and pass the login information on to the students.

End of Course Evaluation

The end-of-course evaluation (EOCE) is required in all ADP courses. The evaluation serves two important functions. First, it provides the students with an opportunity to evaluate their learning in the course and to reflect on whether or not they believe they achieved the course outcomes. Second, it provides the students with an opportunity to identify those areas where they feel improvements could be made that would enhance their ability to learn.

Because a student's self-assessment is a very important part of the adult learning model, instructors are asked to place an emphasis on the completion of the EOCE. This can be done in a variety of ways:

1. Reserve time in the last 15-20 minutes of the last workshop session (in a face-to-face class) for the purpose of completing the EOCE. Students who do not have access to a laptop, tablet or phone may be encouraged to visit a computer lab, or strongly encouraged to complete it as soon as he/she returns home.
2. Provide points another tangible benefit for completion of the EOCE. This is especially helpful in an online environment.
3. Tie completion of the EOCE to another assignment, and do not post grades for the assignment until the EOCE is complete.

The EOCE is always placed in the Moodle course site, in the last module of the class. It is typically set to be visible, but it is important to double-check the settings before the last evening of class to ensure that the link is available to students.

Results from the EOCEs are tabulated and sent to department chairs and key administrators. The results are used to inform conversations about the efficacy of the course, and are also used

to facilitate conversations with faculty. Because EOCEs are offered by students with the opportunity to remain anonymous, their content is weighed carefully, and instructors need not fear that random negative comments or feedback would be considered in isolation. Rather, comments are used as part of a larger picture to ensure that developmental assistance is provided as necessary to constantly improve our work.

Instructors who achieve high response rates and excellent feedback from students are regularly acknowledged in the *ADP Faculty Update*. This monthly “Platinum Star” award is based on the following criteria derived directly from the EOCE’s:

1. *High* response rate (~80% or better)
2. *High* comments on instructor rate (~70% or better)
3. *Every* student comment on instructor must be positive and substantive (i.e., not just a “good job” type of comment).
4. *Most* student comments on instructor show that the instructor did a superior job with the course and inspired students praise above and beyond an average positive review.
5. *Most* student comments on instructor show continuity (i.e., added together they illicit an inspirational view of the instructor’s interactions with the students and course content).

Creating Media for Online Courses

Instructors are strongly encouraged to enhance the online courses with personally-created media, such as podcasts, videos, narrated PowerPoints, etc. Instructions on creating a variety of these forms of media are available in the “Faculty Resources” area on the Moodle site. Note that any videos created, in order to be ADA compliant, must be accompanied by a script and/or captions. Additionally, if the visual representation involved is critical to understanding the media, a description of the visual images should be provided.

Links to “How To” Videos

Posting Discussion Questions:

https://mywpclasses.warnerpacific.edu/pluginfile.php/127574/mod_page/content/94/Posting%20Discussion%20Questions.mp4

Moodle Gradebook Training:

<http://synergis-dev.mrooms.net/course/view.php?id=186>

Using Rubrics in Joule Grader:

https://mywpclasses.warnerpacific.edu/pluginfile.php/127574/mod_page/content/94/Grading%20with%20Rubrics%20in%20Joule%20Grader.mp4

Overriding Rubrics:

https://mywpclasses.warnerpacific.edu/pluginfile.php/127574/mod_page/content/94/Overriding%20Rubrics.mp4

Creating Groups in Moodle:

https://mywpclasses.warnerpacific.edu/pluginfile.php/127574/mod_page/content/94/Creating%20Moodle%20Groups.pdf

A variety of other helpful tutorials are available in the Warner Pacific Knowledgebase:

<https://helpdesk.warnerpacific.edu/index.php?/Knowledgebase/List/Index/31/mywpclasses-knowledgebase>

Section V: Resources and Contact Information

Department Chairs have authority over the curriculum in their departments. In some cases, program leaders are also designated to work alongside department chairs in the development and management of individual programs or portions of programs. Please contact the department chair whenever you have a question about the curriculum, or want to suggest changes or request alterations. You may contact the program leader when you have a question about day-to-day management of the program. For questions about ADP policies or procedures, contact the Associate Vice President's office.

Department Chairs and Program Leaders

Business Department

Chair: Dr. Roger Martin, RMartin@WarnerPacific.edu, 503.517.1035

Accounting Program Leader: Shelly Hartzell, SHartzell@WarnerPacific.edu, 503.517.1038

Education Department

Chair: Dr. Robert Nava, RNava@WarnerPacific.edu, 503.517.1051

Social Sciences Department

Chair: Pamela Harrington, PHarrington@WarnerPacific.edu

MAHS Program Leader: Phyllis Michael, PMichael@WarnerPacific.edu

Core Studies

Program Leader: William Dobrenen, WDobrenen@WarnerPacific.edu, 503.517.1555

Chair, Humanities: Dr. Luke Goble, LGoble@WarnerPacific.edu, 503.517.1074

Chair, Natural Science & Health: Dr. Beth DuPriest, BDupriest@WarnerPacific.edu, 503.517.1072



Chair, Religion & Christian Min: Dr. Cassie Trentaz, CTrentaz@wWarnerPacific.edu,
503.517.1045

ADP RCM Courses: Dr. Steve Carver, SCarver@WarnerPacific.edu, 503.517.1040

Adult Degree Program Administration

Associate Vice President: Dr. Lori Jass, LJass@WarnerPacific.edu, 503.517.1320

Academic Services Office Manager: Sheryl Thompson, SDThompson@WarnerPacific.edu,
503.517.1310

Coordinator of Faculty, Curriculum & Textbook Services: Aaron Butler,
AButler@WarnerPacific.edu, 503.517.1575

Director of Advising: Kirby Gleason, KGleason@WarnerPacific.edu, 503.517.1322

Appendix

Course Launch Checklist for Faculty

Preliminary Items

To ensure that your Moodle/myWPclasses section is functioning properly and customized to your liking, complete the following items at least two weeks prior to the first day of class (instructors gain access to course shells three weeks prior to the start date and students gain access two weeks prior).

1. Add your contact information and preferences to the *“Instructor Information”* document. You will need to download the placeholder document to your computer, add your information, save the document, upload your new document, and then delete the placeholder.
 - a. Also, please include any course-specific guidelines you want to communicate to students under *“Additional Notes”*.
2. Click the *Course Syllabus* link in the *“Course Resources”* section to see if the student syllabus is loaded (it should be).
 - a. If you see a course that is missing the student syllabus please email AButler@WarnerPacific.edu or SDThompson@WarnerPacific.edu with your Cohort/Course information.
3. Check to see if your cohort uses permanent learning teams (cohorts that started prior to June 1 2015) or project learning teams (cohorts that started on or after June 1, 2015).
 - a. To determine this, click the *“Faculty Start Here Guide”* link in the *“Faculty Resources”* section. Then in line #1 click the *“Permanent Learning Teams”* link. If your cohort is in the list, then it is still using the old style permanent learning teams.
 - b. If your cohort is not in the list, then it uses new **project learning teams**. In line #2, click the word *“here”* for instructions on how to assign learning teams for your specific course.
 - c. Post learning teams in the *“Announcements”* forum one week before class begins.
 - d. Set up these same teams in Moodle by clicking *“Users”* and *“Groups”* in the *“Administration”* block on the left side of your Moodle course screen. Then assign students by clicking each of the teams listed under *“Groups”* and then assign students to each team as desired.
4. Post a welcome message in the *“Announcements”* forum and remind students to check this forum regularly.

5. Follow instructions to ensure that the Moodle Site is updated and functioning (see “*Moodle Site Preparation*” below).

Moodle Site Preparation

1. Ensure that the course start date is correct under “*Edit settings*” in the “*Administration*” block on the left hand side of the page.
2. Also, make sure that the course is visible to students no later than one week prior to the first class session (two weeks prior is preferable). This is accomplished in the same place as #1 above (Visible = Hide/Show). The course should be visible by default.
3. Review all hyperlinks to ensure that they are working properly. These include links to resources within the Moodle environment, external links, and links to download course documents.
4. Ensure that all video, audio, and other media resources in the course are functioning properly.
5. Conduct a general review of course resources to familiarize yourself with the layout and to ensure that necessary items are included and functioning properly:
 - a. Download and review the FIG.
 - b. Be sure you have the correct materials for your course. Click the “*Required Course Textbook & Materials*” link to determine this...you may also check the FIG.
 - c. Look over assignments, activities, discussion questions, and the course gradebook.
 - d. Review all tests or quizzes.
6. Upload any additional documents or resources you wish to provide students either to the “*Course Resources*” section or to the relevant week of the course.
7. Post your own bio in the “*Introduce Yourself*” forum (if available) in Week 1 in the “*Activities and Resources*” section. You may also post a profile picture, video bio, or podcast to support a written bio.
8. Set open and close dates for assignments.
9. Set open and close dates for quizzes and tests.
10. Set open and close dates for the “*ADP End-of-Course Evaluation*” (located in the final week of your course).

11. Hide any resources you do not wish students to view upon entering the course (upper right corner of the page – “*Turn editing on*”, then click the eyeball icon next to the relevant item to show/hide).

Discussion Forums

NOTE for Face-to-Face Instructors: Weekly discussion forums and questions are designed primarily for use in online format courses. Although the online weekly discussion forums are available for use by F2F instructors, *typically these conversations should instead take place within the workshop setting rather than online*. Additionally, weekly discussion questions for F2F sections are considered a guideline for in-class discussion and not a strict requirement. Please note that the default instructions in the weekly discussion forums state the following: “**Face-to-Face Format Students:** Prepare to discuss weekly concepts and themes in this week’s class session.”

One exception would be if a particular F2F workshop must be canceled (e.g., due to inclement weather, instructor’s illness, etc.), the online discussion forum could then be set up to handle the missed class session. For more information on setting up online discussion forums please see below:

1. Check to see if the “*Weekly Discussion*” forums are already populated with questions. If they are, then ensure that they are visible to students and have the correct dates for interaction.
2. If the questions are not present, go to the FIG to find the discussion questions for each week. **Questions should be posted before granting students access.** Post the discussion questions as follows:
 - a. Click the folder icon for the appropriate week to expand the content as necessary.
 - b. Click the “*Weekly Discussion*” link to enter the forum.
 - c. Click the “*Add a new discussion*” button to start a new discussion thread.
 - d. Click the “*Use advanced editor*” link to open the editing page.
 - e. Add an appropriate title in the “*Subject*” line.
 - f. Copy-and-paste discussion question verbiage (and any associated video hyperlinks) from the FIG directly into the “*Message*” window. (You may need to use keyboard shortcuts to do this in Moodle. Ctrl + C = Copy & Ctrl + V = Paste)
 - i. **NOTE:** If you see a hyperlinked word (e.g., click [here](#)) in the discussion question, please note that the link **MAY** “break” when copied into the message window of the discussion forum. After posting the question if

you find the link is not working, click the “edit” link to edit your discussion question and then do the following.

- ii. Right click the hyperlinked word in the FIG and click “Copy Hyperlink.” Next, paste the link back into your version of the FIG in a convenient location by right clicking and choosing the “Keep Text Only” option. This will then provide you a full web address to copy & paste back into your discussion forum message window (e.g., <http://www.google.com>). Additionally, you can simply go to the web video and copy the URL from the address bar and paste that into your DQ.
- g. Add any applicable attachments in the “Attachment” window.
- h. Click the “Post to forum” button to post the new question.
- i. Repeat this process for any additional questions as required by the course.

ADA Policy/Securing Accommodations

Any student who has a documented disability that may require accommodation to fully participate in class should contact Jann McCaul, Disabilities Services Coordinator, at 503.517.1577 or JMccaul@WarnerPacific.edu as soon as possible.

Students with an Accommodation Plan through Disabilities Services who would like to discuss the plan should make an appointment. Students who wish to discuss emergency medical information or special arrangements in case the building must be evacuated should also make an appointment to meet with Jann McCaul.

Note that students MUST meet with personnel in the Career and Life Counseling Center in order to secure reasonable accommodations in class. Please do not allow students to request accommodations until they have attended this meeting.

Career and Life Counseling Center: <http://www.warnerpacific.edu/admissions/career-services/>

Attendance and Participation Guidelines

Weekly Schedule

Face to Face: Courses meet weekly, with preparation required prior to the first workshop of each course. (Preparation may involve reading and writing assignments due at the start of the first workshop.) The course ends immediately following the final workshop session.

Online: The online class week begins on Monday (Day 1, 12:01 a.m.) and ends on Sunday (Day 7, 11:59 p.m.). Therefore, if an assignment is due on Day 4, it must be posted no later than 11:59 p.m. on Thursday of that week.

Attendance Policy

Because adult programs are designed to integrate student discussion and learning team activities, regular attendance is required. Students who miss more than the allowed absences in any course will not be eligible to receive a passing grade in the course. Also note that financial aid eligibility is tied to attendance; participation with learning teams outside of normal class hours is expected.

Face to Face: Workshops typically meet once per week for four hours, with a ½ hour break. Students are allowed to miss up to four hours of workshop attendance, and are expected to notify the instructor of their absence. Students who miss more than four hours of workshop time (e.g., absent for one workshop and more than ½ hour late for another) will not be eligible to pass the course.

Online: To be considered in attendance in an online course, a student must post in a discussion forum on at least two separate days during the week. Students who do not meet this minimum attendance requirement will be reported as absent for that week. Students who do not successfully complete the online course will be reported as absent (for financial aid purposes) the day following their last discussion forum posting.

Participation Guidelines

Face to Face: Participation is assessed by the instructor and may be a factor in assigning a student's final grade. Participation typically requires active engagement in weekly classroom and learning team activities and discussions.

Online: Full participation in an online course requires regular engagement with the course. Students are expected to login to the course site at least five of seven days each week to stay abreast of discussions, check for messages from the instructor, and review feedback. In addition, students are required to make at least three substantive posts on at least two separate days during the week to be considered actively engaged in the course.

Attendance Tracking

Attendance for every course, whether face-to-face or online, should be recorded and submitted each week. In face-to-face courses, attendance is due immediately following the workshop. In online courses, attendance must be submitted Sunday (day 7) of each instructional week.

To record attendance, go to “[MyWP](#)” by typing “mywp.warnerpacific.edu” into your browser. Login using your regular community login and password. On the top, click on the “Faculty-Staff” tab. Then, in the right-hand column, click on Faculty Information. Then click on “Attendance Tracking.” Select the appropriate term from the drop-down menu and the date range for the course you are teaching. Click “submit.” Select the appropriate course and submit, and the course session for which you are recording attendance. Then choose the appropriate statement from the drop-down menu for each student and click “Submit.”

Attendance Tracking

Summary

What: Enter attendance via myWP Attendance Tracking

When: For all class meetings for courses starting after July 6th.

Schedule:

- An email will be sent at noon on the day of the course to remind you to take attendance in myWP
- If attendance has not been entered by 11pm on the night of the class, an email will be sent to remind you
- Another email will be sent at 9:30am the next day if attendance is still missing
- At 11:00am ADP Records will receive a report of all missing attendance rosters to follow-up with the instructors.
- ADP Records and Advisors will receive daily and cumulative reports of absences.

Overview

A new way of recording and tracking attendance is to be used for all ADP courses that start after July 6th, 2014.

This new method is integrated with myWP, just like the current grade submittal system. Once the attendance roster is submitted, it instantly becomes a part of the student's records and is available for reporting for advising and financial aid purposes. Because it is critical to verify attendance for ADP students, the system has intentionally been set to default the student to absent if an attendance roster is submitted without specifically indicating that the student was in attendance.

When an instructor submits an attendance roster, students indicated as absent more than 2 hours will receive an email indicating their absence and telling them to contact the instructor if they disagree.

Use of the attendance module is very similar to use of the grade module in myWP: select the term; select the course; select the meeting date; select the proper attendance category for each student; and submit.

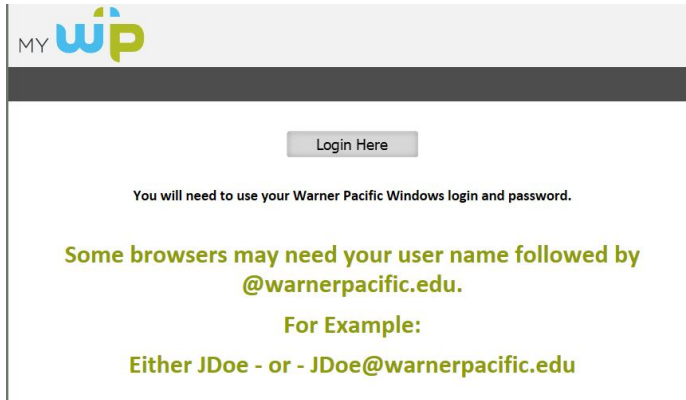
There are two Attendance Tracking options for instructors:

- Attendance Tracking
- Attendance Tracking Report

Use Attendance Tracking to enter the attendance for each class meeting. Use Attendance Tracking Report to view the attendance history for a class.

Detailed Instructions

1. Log into myWP in the normal manner. Depending upon your workstation, you may need to use either just your login id or your full email address.



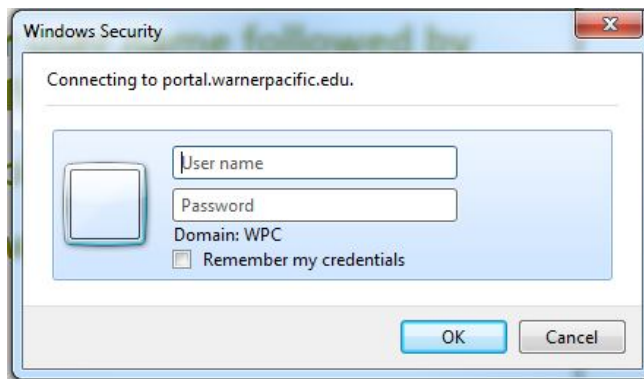
MY wp

Login Here

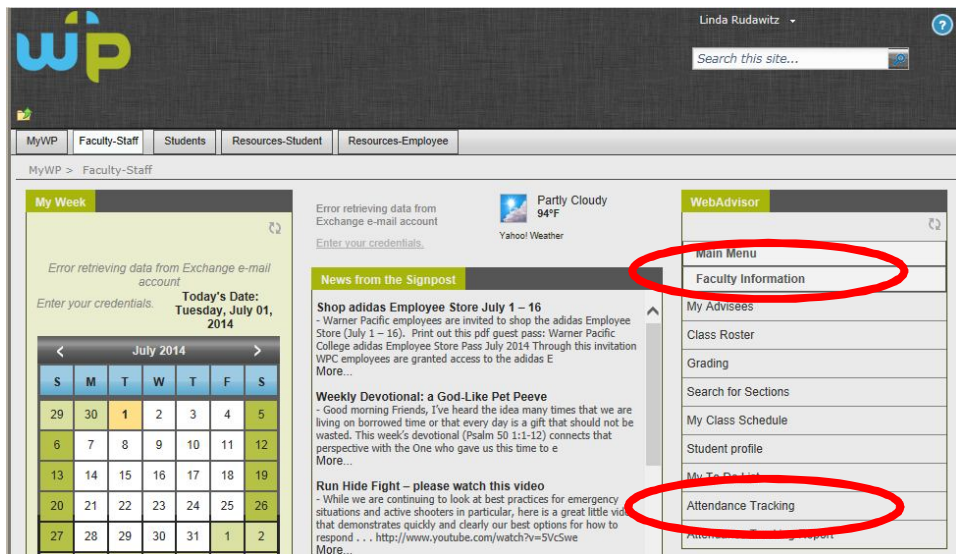
You will need to use your Warner Pacific Windows login and password.

Some browsers may need your user name followed by @warnerpacific.edu.

For Example:
Either JDoe - or - JDoe@warnerpacific.edu



2. Select the Faculty Information entry and then the Attendance Tracking Entry



Linda Rudawitz

Search this site...

MyWP Faculty-Staff Students Resources-Student Resources-Employee

MyWP > Faculty-Staff

My Week

Error retrieving data from Exchange e-mail account. Enter your credentials.

Today's Date: Tuesday, July 01, 2014

S	M	T	W	T	F	S
29	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

Partly Cloudy 94°F

Yahoo! Weather

News from the Signpost

Shop adidas Employee Store July 1 – 16

Warner Pacific employees are invited to shop the adidas Employee Store (July 1 – 16). Print out this pdf guest pass: Warner Pacific College adidas Employee Store Pass July 2014 Through this invitation WPC employees are granted access to the adidas E-Store...

Weekly Devotional: a God-Like Pet Peeve

- Good morning Friends, I've heard the idea many times that we are living on borrowed time or that every day is a gift that should not be wasted. This week's devotional (Psalm 50 1:1-12) connects that perspective with the One who gave us this time to e...

Run Hide Fight – please watch this video

- While we are continuing to look at best practices for emergency situations and active shooters in particular, here is a great little video that demonstrates quickly and clearly our best options for how to respond... http://www.youtube.com/watch?v=5VC5we...

WebAdvisor

- Main Menu
- Faculty Information
- My Advisees
- Class Roster
- Grading
- Search for Sections
- My Class Schedule
- Student profile
- My To Do List
- Attendance Tracking

3. Select the course section. Specifying the term or start and end dates will minimize the number of courses it displays for you to choose from.

Choose One	Class Name and Title	Start Date	End Date	Bldg	Room	Meeting Times	Days of Week	Loc Term
<input type="radio"/>	BUS-222-01 Excel	08/26/13	12/12/13	AFG	2	08:00AM - 08:50AM	MWF	2013FA
<input type="radio"/>	BUS-223-01 Intro to Microsoft Office	08/26/14	12/11/14	AFG	2	12:00PM - 12:50PM	MWF	2014FA

4. Select the class meeting date

- Enter attendance for each student. Please notice that there are separate attendance codes to use for online courses. **If you don't enter anything for a student, it will mark them absent and send them an email message as soon as you click SUBMIT.** The following codes will also result in the student receiving an email Absent, no pre-notify; Absent with pre-notify, Missed 2 ½ hours, Missed 3 hours, Absent (online)

The screenshot displays the 'Attendance Tracking' interface. On the left, there are navigation links for 'User Account' and 'Faculty Information'. The main content area shows the following details:

- Class Name: BUS-222-01
- Title: Excel
- Location: (blank)
- Term: Fall Semester 2013
- Date: 08/26/2013
- Instructor: Linda J. Rudawitz

The main table has the following columns: Student, ID, Status, Class, Never Attended, and Attendance Type. The 'Attendance Type' dropdown menu is open, showing the following options:

- Absent, no pre-notify
- Absent, with pre-notify
- Present (On Ground)
- Missed 1/2 hour
- Missed 1 hour
- Missed 1 and 1/2 hours
- Missed 2 hours
- Missed 2 and 1/2 hours
- Missed 3 hours
- Present (On-line 2+ days)
- Present (On-line 1 day)
- Absent (Online)

Below the table, there is a 'SUBMIT' button.

Attendance Reporting

The Attendance Tracking Report provides online viewing of already posted attendance records by course. Select the course the same way you do for attendance entry. The screen appears as follows (Sorted by name with entries for each meeting date. In this example, no attendance has been entered but there had been, the attendance codes would appear in the boxes below the dates.

The screenshot shows the MyWP interface for an Attendance Tracking Report. The browser address bar indicates the URL is <https://mywp.warnerpacfic.edu/faculty/Pages/We...>. The user is identified as Linda Rudawitz.

The navigation menu on the left includes: Main Menu, Faculty Information, My Advisees, Class Roster, Grading, Search for Sections, My Class Schedule, Student profile, My To Do List, Attendance Tracking, and Attendance Tracking Report.

The main content area displays the following class information:

- Class Name: BUS-222-01
- Title: Excel
- Location: Excel
- Term: Fall Semester 2013
- Instructor: Linda J. Rudawitz

The attendance tracking grid has the following columns: Student, ID, Status, Class, Never Att, and Attendance. The grid contains two rows of dates from 08/26/2013 to 11/15/2013. A large redacted area covers the student names and IDs in the grid.

Student	ID	Status	Class	Never Att	Attendance
					08/28/2013 08/28/2013 08/30/2013 09/02/2013 09/04/2013 09/06/2013 09/09/2013 09/11/2013 09/13/2013
					09/16/2013 09/18/2013 09/20/2013 09/23/2013 09/25/2013 09/27/2013 09/30/2013 10/02/2013 10/04/2013
					10/07/2013 10/09/2013 10/11/2013 10/14/2013 10/16/2013 10/18/2013 10/21/2013 10/23/2013 10/25/2013
					10/28/2013 10/30/2013 11/01/2013 11/04/2013 11/06/2013 Attendance Tracking Report 11/13/2013 11/15/2013
					11/18/2013 11/20/2013 11/22/2013 11/25/2013 11/27/2013 11/29/2013 12/02/2013 12/04/2013 12/06/2013
					12/09/2013 12/11/2013

Faculty Observation Form

ADP FACULTY OBSERVATION



Observation of: _____

Observer/Evaluator: _____

Date: _____

Course Observed _____

Location: _____

Rate each of these areas on a scale of 1 to 5					
1 – Not at all effective	2 – Somewhat ineffective	3 – Neutral	4 – Somewhat effective	5 – Very effective	
General Characteristics and Behaviors:					
Demonstrates effective use of time (e.g., begins and ends class on time, manages discussions, monitors group work productivity)					
Manifests personal qualities that enhance the learning environment (approachability, appropriate use of humor, active listening, exhibiting empathy, establishing rapport)					
Creates safe and inclusive learning environment (treats students with respect, uses gender-inclusive language, provides examples that resonate with diverse student body, manages student discussion to ensure appropriate interaction)					
Engenders confidence in students by demonstrating self-confidence, competence in field of study, facility with technology and learning tools, etc.					
Speaks appropriately and respectfully about students, colleagues, public persons, institutions, etc.					
<i>Comments:</i>					
Instruction:					
Actively uses andragogical principles:					
Stresses relevance and provides real-world examples					
Invites student contributions and incorporates experience into discussions					
Keeps instruction problem-centered (as opposed to content-centered)					
Focuses on development of higher-order skills (integration, synthesis)					
Encourages students to be self-directed					
Revisits main points and emphasizes them in multiple ways to reinforce student learning and retention					
Uses multiple learning strategies, including the effective use of instructional technology and audio-visual enhancements					
Uses open-ended, thoughtful questions that provoke critical thought and reflection					
Demonstrates ability to pace students well, knowing when to linger on a concept and when to move on					
<i>Comments:</i>					

Assessment and Compliance:

Exhibits awareness of and compliance with institutional policies and procedures (e.g., submitting attendance, applying grading policy appropriately, timely submission of grades, completion of end of course evaluation)

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Remains focused on established syllabus and connects instructional activities to achievement of designated learning outcomes

--	--	--	--	--

Refers to course materials and holds students accountable for reading and outside assignments

--	--	--	--	--

Comments:

Overall Performance and Additional Comments:**Signature Indicating Review and Receipt of Evaluation:**

Instructor: _____

Date: _____

Observer/Evaluator: _____

Date: _____

A signed copy of this form is to be submitted to the Office of Academic Affairs upon completion.

Family Educational Rights and Privacy Act (FERPA) Policy

What is FERPA? It is the Family Educational Rights and Privacy Act, a federal law that guarantees students the right to inspect and review their educational records, the right to seek to amend educational records, and the right to have some control over the disclosure of information from educational records. *Educational records* are all records that contain information that is directly related to a student and are maintained by an educational institution or by a party acting for the institution.

So how does FERPA concern faculty? Since faculty have information about students' names, schedules, and grades, and have the ability to access other information about students, they have an obligation to protect the privacy of those student records.

Does FERPA allow a faculty member to share any information about students? Although the law permits a university to include as *directory information* a student's name, address, phone number, date and place of birth, major, schools attended, dates of attendance, degrees and awards, participation in athletics, and weight and height of athletes, ***Warner has chosen to be more restrictive in the release of directory information.***

So what student information can I release to a third party? It would be best to refer third-party inquiries to the Records Office, but no university employee should release a student's address, phone number, grades, class schedule, or other personally-identifiable information. The Records Office tells inquirers only the information that is specified as *directory information* (see page 29 of the WPC catalog).

What about students with special confidential status? Students who have asked for their records to be flagged as confidential must be treated with extra care. College employees must not even acknowledge that such a person is enrolled. The Records Office staff responds to such inquiries in this manner: *"I'm sorry, but we cannot confirm that information."*

Okay, the big question: Can I post or publicly disclose grades for my students? The law prohibits disclosure of grades; posting them in a public place along with student names and/or ID numbers violates the law.

So, what does this mean for online instructors? FERPA has special implications in the online modality. Communication between online instructors and students usually takes place in the form of messages in the online learning environment. Instructors have to be careful that messages containing individualized grade reports and feedback, as well as other restricted information, appear online only in non-public places. Please be sure that you never include personally identifiable student information in "public" online places, including discussion forums, general broadcast messages, assignment instructions, and syllabi. Online instructors

should also be aware that if a student shares personally identifiable information with their online peers in a public forum, permission for the instructor to re-transmit that information is not implied. Lastly, when you post feedback in a discussion forum, make sure that it is equivalent to statements you would make to the entire class in a face-to-face environment.

Please contact the Records Office if you have any questions not answered here. Contact Tori Cumings, 503-517-1012 or vcumings@warnerpacific.edu.

Learning Teams

Philosophy Statement

Warner Pacific College's Adult Degree Program uses project-oriented learning teams as an integral part of the teaching and learning process. Believing that teamwork and collaboration are essential skills for success in nearly every industry, we are committed to helping adult learners gain the skills and dispositions necessary to work successfully in team environments.

Project Learning Teams:

- help students develop the critical skills of leadership, followership, collaboration, negotiation, and intellectual flexibility;
- build within students the capacity to function effectively in teams, as many places of business are increasingly using work groups;
- allow students to produce superior outcomes, as they draw upon the varied skills, knowledge, and abilities present within a team.

Because group work requires the skills noted above, as well as conflict resolution skills, students are expected to read and understand the [*Essential Elements of a Healthy Learning Team*](#) and agree to abide by them.

Policy Statement

Learning Teams remain a defining characteristic of the Adult Degree Program at Warner Pacific College. All courses in all delivery systems are expected to include learning team involvement unless the nature of the course does not lend itself to team processing. In the latter case, the Department Chair must review and approve alternatives to a learning team requirement for that particular course.

Historically, permanent Learning Teams resulted in some students having exceptional team experiences throughout the program, while others had less successful experiences, with no opportunity to improve their situation. In the transition from Learning Teams to Project Learning Teams, instructors have more flexibility within courses to provide students with an opportunity to be more comprehensively assessed by including both the quality of the end product (project grade) and the quality of the process (teamwork) in the final grade. Students also have the opportunity to work with a variety of other students.

Project Learning Teams (PLTs) are designed to achieve the value of learning teams as stated in the *Philosophy Statement* above. PLTs are to be short-term, course-specific, outcomes-focused and project-oriented, working toward participative, collaborative groups resulting in quality projects which either cannot be accomplished individually, or benefit from multiple points of reference and diverse opinions shaping the outcome.

When implementing PLTs, faculty and students are asked to keep in mind that teams are to be diverse, mutually supportive, and collaborative, with the purpose of skill development for increasingly effective problem solving and communication over the entire program. The shared participation of group members will be measured in two ways:

1. Based on the quality of the end product (graded by the project rubric); and
2. Based on the quality of the teamwork process (graded based on multiple data points including the self-assessment of the student, peer assessment by teammates, and the instructor, using the teamwork rubric).

The recommendation for grading PLT assignments is to assign equal weight (50/50) to each measure; however, a 60/40 or 40/60 split is also acceptable. It is crucial to ensure that the outcomes of both product (outcome) and process (teamwork) are assessable, as indicated by the [Learning Team Agreement](#). The expectations of quality teamwork are clearly articulated in the [Teamwork Rubric](#), which also provides students with the opportunity for more productive communication on team projects.

Throughout the program, students will be given the opportunity to work with a variety of people, and students with differing abilities will be distributed in various constellations. Project Learning Teams will be formed in various ways. Groups may be formed by the instructor based on a diverse set of criteria (see the *Supplemental Faculty Notes* section at the end of this document for more details) or may be chosen by the students themselves. If students are allowed to select their own learning teams, they should be encouraged to consider the demands of the course project and choose teams that will lead to the strongest outcomes. Instructors should also require students to articulate their rationale for their choice. The student-facing [Learning Team Agreement](#), [Project Planning Worksheet](#), [Self-Evaluation Worksheet](#) and [Team-Evaluation Worksheet](#) will be used to assist PLTs in the project preparation, execution, and self-evaluation.

Learning Team Agreement

The [Learning Team Agreement](#) is a one-page document that should be completed by the members of each PLT at the start of the course project(s). The agreement (a) identifies the course, instructor, and PLT assignments and due dates; (b) lists the members of the learning team, along with their contact information and preferred mode of communication (c) identifies planned meeting times and locations for project work (including online collaboration); (d) solicits decision-making to assign roles, responsibilities and project deadlines; (e) prompts discussion and decision-making regarding accountability, especially as that relates to teammates' evaluation of others in grading, and (f) provides a place for additional notes and signatures. **Instructors should remind students in the first week of the course to complete the LTA before Week 2!**

In addition to the Learning Team Agreement, a number of supporting documents are also provided to students:

- The [Essential Elements of a Healthy Learning Team](#) outlines general expectations for behavior when participating in a learning team project. Students will be asked to review these guidelines in their orientation, and should revisit them frequently. Faculty should refer students back to these guidelines whenever problems arise in the learning team process.
- The [Self-Evaluation Worksheet](#) should be completed when the student enters the Adult Degree Program and should be kept on file, updated and shared as appropriate with new project teams. Project Managers may ask team members to update and submit the Self-Evaluation Worksheet when necessary.
- The [Project Planning Worksheet](#) provides a framework for the assignment of tasks and deadlines, and may be used by project teams in planning their work.
- The [Team-Evaluation Worksheet](#) includes a rubric that guides students through evaluation of their own performance and that of their teammates, and provides a table to facilitate scoring. Each member of the learning team should be scored (0-25 points), based upon the guidelines of the rubric. Each member of the learning team should submit the scores for every member of the team, and the instructor of the course should average the scores for the teamwork portion of the project grade.

Grading

Grading of team projects should factor in both the objective quality of the final product, as well as the individual contribution of the student to the success of the team project. We recommend a 50-50 split (i.e., 50% of the grade based on the quality of the product, and 50% based on the evaluation of the teamwork), but a 60-40 or 40-60 split is also acceptable. Be sure to indicate to the students the standard by which projects will be evaluated.

The final grade should be based upon several data inputs:

1. Grade each project on the basis of its *objective quality*. How well did the project conform to the requirements of the assignment? This portion of the evaluation should be based on the project's rubric, and should constitute 40-60% of the grade for the project.
2. Grade each student on the basis of his/her contribution to the success or failure of the final product. The score for this portion of the grade should come from three sources:
 - a. The student's self-evaluation, as measured by the student him/herself, using the [Team-Evaluation Worksheet](#). This score will be reported to you by the student as a total score out of 25 possible points.

- b. The teammates' evaluation of the student, as measured by their scores on the [Team-Evaluation Worksheet](#). Each student should submit a score, out of 25 possible points, for each member of his/her learning team.
- c. Your own evaluation of the student's work based on your observation and measured against the [Teamwork Rubric](#).

Supplemental Faculty Notes

Warner Pacific College's Adult Degree Program uses project-oriented learning teams as an integral part of the teaching and learning process. (Review the *Philosophy Statement on page 52* for more information). **Because we are committed to the outcomes related to PLTs**, we ask every instructor to think purposefully about how to make project team activities an integral part of the learning environment, leading to the development of personal skills. That said, we acknowledge that some topics and disciplines may lend themselves to the use of teams more easily than others. If you are having a challenging time discerning the appropriate role for team activities in your course, please contact your Department Chair to discuss it. *Note that any changes to the expected use of project teams in a given course must be reviewed and approved by the appropriate department chair.*

Assigning Project Learning Teams

The movement away from permanent learning teams to a Project Learning Team structure was done purposefully, with the welfare of the student in mind. Students need an opportunity both to enjoy the fruits of a highly functional team, and also to face the challenges of a less functional team. In order to provide students with a broad range of teamwork experiences, we ask that PLTs be newly formed in each course.

Project Learning Teams are assigned based upon the strategy that is most helpful for a given course. Instructors may utilize one of the following strategies for forming learning teams, but a suggested method is listed in the "Faculty Start Here" link in Moodle.

1. Based upon the *StrengthsFinder*, form teams that provide a well-balanced set of strengths.
2. Based upon the skills needed for the project (e.g., presentation, research, writing, technological skills, etc.), form teams to ensure that each team has the necessary skill set.
3. For projects that are based on specific areas of interest (e.g., choosing a topic for the final project), allow students to sign up for an area of interest.
4. For projects that may require a good deal of outside-of-class collaboration, assign groups based on the day/time of the week they are available to meet.
5. For projects that may require a good deal of outside-of-class F2F collaboration, assign groups based on zip code/geography of the students' residential or work addresses.

6. Assign teams randomly.
7. Allow students to choose their own teams, under the following circumstances:
 - a. At least 50% of the team was not together in the last class;
 - b. The team members can articulate a strategy they used to form the team (e.g., based on skills needed, backgrounds, strengths, etc.);
 - c. The team takes into consideration issues of justice and mercy (e.g., emphasize the importance of not re-enacting the playground experience in which someone is routinely left out or chosen last).

Talking to Students about Project Learning Teams

From time to time, students raise questions about the purposes and practices around our use of project-oriented learning teams. When talking with students, it is sometimes helpful to place teamwork in an appropriate context:

- The use of project teams is intended to help students develop the critical skills of leadership, followership, collaboration, negotiation, and intellectual flexibility.
- Learning teams will help students become accustomed to working in “work teams,” as many places of business are extensively using work groups.
- Project teams are designed to allow students to produce superior outcomes, as they draw upon the varied skills, knowledge, and abilities present on their team.
- For all of their benefits, learning teams can also stretch students beyond their comfort zones. Personal conflicts can cause stress and anxiety, and differing levels of skills, motivation and desire can cause students concern over group grades. As a result, it is helpful if instructors can grade assignments with both an acknowledgement of the need for negotiation and shared responsibility (e.g., the groups rise and fall together) as well as an awareness that occasionally, circumstances may be outside of an individual group member’s control. Use discretion when evaluating the work of individuals and groups.
- If conflicts are emerging that are compromising your ability to achieve appropriate outcomes in your course, please contact the cohort’s advisor, the program’s director/department chair, the AVP for the Adult Degree Program, or, in extreme circumstances, the Center for Career and Life Counseling.

When and How to Use Project Teams

Project teams can be optimally effective when working on projects that benefit from multiple perspectives (e.g., problem-solving, case studies) or require multiple skills (e.g., presentations, projects). When using project teams, draw comparisons to a work environment: When might a supervisor pull together a task group? How would she identify the team members? Sometimes helping students see the learning team work in this way (i.e., being assigned to a group because (s)he brings a unique perspective that is valuable, and knowing that others were chosen for the

same reason) can help him/her to think productively about how to draw out the best from teammates. With project-oriented teams, students have both the opportunity and responsibility to work with many different groups of people during their degree program. Additionally, learners are encouraged to advocate for themselves throughout their group work.

It is also important to connect the project team work with *evaluation*. We should evaluate not only the PRODUCT that the learning team produces, but also the PROCESS they used to achieve it. Giving a portion of the grade for effort, timeliness, dedication, cooperation, dependability, team-orientation, etc. can allow a diligent member of an under-producing group (who may achieve an average or below-average grade for the assignment) to receive a higher grade than his/her peers, because (s)he did everything personally possible to succeed. Conversely, such grading also allows for an under-producing member of a high-producing team to receive a lower grade than his/her peers, even if the end product was excellent, thus holding the individual accountable for his/her lack of engagement.

Managing Project Learning Teams

Moodle Rooms has built in the capacity to facilitate small group work. Students may be assigned to groups that share private chat rooms, discussion boards, etc., to facilitate their work. Instructors may choose to require PLTs to use the Moodle Rooms small group area so that (s)he can monitor the small group interaction.

In addition to the tools built into Moodle Rooms, there are a number of collaboration tools online that can be useful for group work.

To facilitate interaction: Skype, FaceTime, Google Hangouts and many more free products are available to allow face-to-face interaction over distance. MoodleRooms also has a group chat feature built into the system, as well as the ability to host Wiki pages.

To facilitate presentations: Prezi and PowerPoint are excellent tools that allow students to create audio and video presentations that can be posted online for other students to view. Glogster.com and text2mindmap.com are tools to create mind-mapping visual aids.

There are lots of free tools available. Check out <http://cooltoolsforschools.wikispaces.com/> for more options.

Essential Elements of a Healthy Learning Team

I commit to the success of our team and all its members regarding these

Communication – I will:

- ✓ Check in on personal/professional lives of team members regularly.
- ✓ Affirm other team/cohort members, be respectful of each other, and respect the confidentiality of personal information shared.
- ✓ Celebrate our strengths, acknowledge areas of needed improvement both individually and as a team, and encourage and help each other succeed.
- ✓ Ask for clarification from a team member or the instructor when I need to do so.

Process - I will:

- ✓ Work collaboratively on work projects, meet deadlines, stay on task and focused.
- ✓ Complete team assignments on time, on the schedule agreed to by the team.
- ✓ Notify the team (and the instructor) if I will unavoidably miss a workshop, a team meeting, or a deadline and:
 - Work with the Project Manager, instructor, or teammates to make sure my team assignments are completed or revised as agreed to.

Team Dynamics – I will:

- ✓ Listen to input on my work from teammates (and from instructor).
- ✓ Be open to changing my opinions, to listening and reserving judgment to other ideas with which I do not agree, and to not engage in personal attacks on others because of their views.
- ✓ If project differences arise, support the majority of my team members even if it differs from my ideas.
 - If I feel strongly that the team is headed the wrong way, I will submit my thoughts in writing to the team and to the instructor.
- ✓ If interpersonal differences arise, do the following:
 1. Go first to the person involved if I have a complaint
 2. If needed, take it to the Team for resolution
 3. If needed, go to the instructor
 4. If needed, go to my Academic Advisor who may contact other members of the ADP and WPC team for assistance
- ✓ Agree not to speak about others in a derogatory or demeaning manner which includes another team or cohort member or the instructor.
- ✓ Be willing to forgive and show grace to team members, cohort members, and instructors.

NOTE: Our team has agreed on and added the following areas of accountability:

Learning Team Agreement (Sample)

<u>Course</u> <i>LT101 Learning Teams</i>	<u>Instructor</u> <i>J. Doe</i>	<u>Course Dates</u> <i>Jan 1-31</i>
<u>Project Manager</u> <i>Chris Johnson</i>	<u>Project(s) Due Date(s)</u> <i>First draft – Jan 22; Final – Jan 31</i>	
<u>Team Members (indicate preferred mode of communication):</u> 1. <i>Person 1</i> 2. <i>Person 2</i> 3. <i>Person 3</i> 4. <i>Person 4</i> 5. <i>Person 5</i>	<u>Phone</u> <i>Use this field to list team members' phone numbers & indicate appropriate times to call</i>	<u>Email Address</u> <i>Use this field to list team members' email address & anticipated response times</i>
<u>Meeting Times/Locations</u> <i>Use this field to schedule all group meeting times, including online collaboration times.</i>		
<u>Assigned Roles, Responsibilities and Project Deadlines</u> <i>Use this field to clearly articulate which team member is responsible for various parts of the group work. Be sure to include deadlines for check-ins, progress, reports, etc.</i>		<u>Date Due</u>
<u>Accountability & Consequences of Non-Performance</u> <p><i>This is a very important part of your agreement!</i> Because students will be evaluated on the basis of the overall quality of the team product and on your team process and individual performance, holding one another accountable to reporting poor performance is vitally important. In order to provide a fair opportunity for all students to succeed and to provide appropriate accountability, it is important for you to agree together what the consequences will be for an individual team member failing to fulfill his/her responsibilities by the deadline or with sufficient quality. Discuss and define those expectations and measures at the start of the project, and then hold one another accountable to those standards as you proceed. Here is an example:</p> <p><i>“Team members agree to perform all assigned duties no later than the deadline indicated above. If an emergency situation arises, team members agree to contact the rest of the team to inform them of the emergency and to make appropriate arrangements for the completion of their assigned task. In the event that a team member fails to complete his/her task by the agreed-upon deadline or make appropriate arrangements, the consequences will be as follows:</i></p> <ol style="list-style-type: none"> <i>1. One missed deadline: loss of 2 points on grading rubric</i> <i>2. Two missed deadlines: loss of 5 points on grading rubric</i> <i>3. If a team member fails to submit the work required and the work is made up by a teammate, the team member will receive a score of 0 from all teammates.</i> <p><i>In the event that a team member submits work that is of an insufficient quality, the teammates will work with the team member to identify the improvements that must be made and to establish a new deadline for completion. If the team member does not make the improvements and comply with the deadline, deadline penalties will apply.”</i></p>		
<u>Additional Notes and Agreements</u>		

Learning Team Agreement

<u>Course</u> Click here to enter course.	<u>Instructor</u> Click here to enter name.	<u>Course Dates</u> Click here to enter dates.
<u>Project Manager</u> Click here to enter name.	<u>Project(s) Due Date(s)</u> Click here to enter dates.	
<u>Team Members</u> 1. Click here name 1. 2. Click here name 2. 3. Click here name 3. 4. Click here name 4. 5. Click here name 5.	<u>Phone</u> 1. Click here phone 1. 2. Click here phone 2. 3. Click here phone 3. 4. Click here phone 4. 5. Click here phone 5.	<u>Email Address</u> 1. Click here email 1. 2. Click here email 2. 3. Click here email 3. 4. Click here email 4. 5. Click here email 5.
<u>Meeting Times/Locations</u> Click here to enter text.		
<u>Assigned Roles, Responsibilities and Project Deadlines</u> Click here to enter text.		<u>Date Due</u> Click here to enter a date.
<u>Accountability & Consequences of Non-Performance</u> Click here to enter text.		
<u>Additional Notes and Agreements</u> Click here to enter text.		

Project Planning Worksheet

This page is for use in LT discussion and preparation for learning team project(s).

Task	Person Assigned	Due Date	Submitted to whom?	Other Notes
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				

Self-Evaluation Worksheet

This page is for use in LT discussion and preparation for this learning team project(s).

1. What are your StrengthsFinder™ Signature Strengths? *(Or what strengths do you bring to the group?)*
 -
 -
 -
 -
 -
2. What skills (technical, interpersonal, etc.) do you bring to the team?
3. In what ways do you see yourself contributing? What would you like to bring? What has impeded you previously?
4. What outside time commitments do you have in the next 5/6 weeks? (Listen to your life. What is it telling you?).
5. What grade would you like to earn on this project?
6. What obstacles/challenges do you see the team encountering?
7. In what ways can the team offer you help/support?
8. Is there any other information the team needs to know?

Team-Evaluation Worksheet

**ADP Learning Teams
Team-Evaluation Worksheet**



Adapted from the Association of American Colleges and Universities (AAC&U) Used and adapted with permission.

Instructions: At the end of the Learning Team project, each member of the learning team should evaluate the contribution of every member of the team, including a self-evaluation. Score each person’s work on a 25-point total scale, using the categories and point designations indicated in the Rubric below. A scoring table is provided for your use in tallying the scores. When the instructor indicates that team grades are due, submit each person’s grade as you’ve scored it, in the format of “xx out of 25 points.” Include your self-evaluation.

Teamwork Scoring

	Self	Team Member #1	Team Member #2	Team Member #3	Team Member #4
<i>Each category should receive a value of 0-5, based on the rubric above.</i>					
Contributes to Team Meetings					
Facilitates the Contributions of Team Members					
Individual Contributions Outside of Team Meetings					
Fosters Constructive Team Climate					
Responds to Conflict					
TOTAL of all categories (possible total of 25 points)					

Teamwork Rubric

	5 points	4 points	3 points	2 points	0 points
Contributes to Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.	Does not share ideas or contribute to the work of the group.
Facilitates the Contributions of Team Members	Engages teammates in ways that facilitate contributions by both constructively building upon or synthesizing the contributions of others and noticing when one is not participating and inviting engagement.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.	Does not engage team members or demonstrating poor listening skills and/or interrupting others.

Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.	Misses deadlines and/or submits incomplete work.
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any three of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any two of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. Provides assistance and/or encouragement to team members	Supports a constructive team climate by doing any one of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. Provides assistance and/or encouragement to team members.	Does not contribute to a constructive team climate by doing any one of the following: <ul style="list-style-type: none"> • Treats team members disrespectfully. • Uses negative vocal or written tone, facial expressions, and/or body language to convey a negative attitude about the team and its work. • Does not express confidence about the importance of the task and the team's ability to accomplish it.
Responds to Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.	Exacerbates conflict by negatively engaging different viewpoints, ideas or opinions.

Teamwork Rubric

Adapted from the Association of American Colleges and Universities (AAC&U) Used and adapted with permission.

- Students who participate in Project Learning Team (PLT) are graded both on the quality of their work as assessed by the instructor via the course project rubric, and on the quality of the process or “Team Value”. As a result, it is assumed that a work sample or collection of work that demonstrates a student’s teamwork skills could include a diverse range of inputs. The rubric is designed to function across all team settings.
- ADP Instructors are encouraged to utilize a ratio of 50% for the quality of the product and 50% for the quality of the individual’s teamwork/process. (Ratios of 60:40 and 40:60 are also suitable).
- The intention of the following rubric:
 - **First**, it is meant **to assess the teamwork of an individual student**, not the team as a whole. Therefore, it is possible for a student to receive high ratings, even if the team as a whole is rather flawed. Similarly, a student could receive low ratings, even if the team as a whole works fairly well.
 - **Second**, this rubric is designed to measure the quality of a **process**, rather than the quality of an end product. As a result, work samples or collections of work will need to include some evidence of the individual’s interactions within the team. The final product of the team’s work (e.g., an end of course presentation) is insufficient, as it does not provide insight into the functioning of the team.
- It is recommended that work samples or collections of work for this outcome come from the following three sources:
 1. The student’s own reflections about her/his contribution to a team’s functioning
 2. Evaluation or feedback from fellow team members about the student’s contribution to the team's functioning
 3. The evaluation of the instructor regarding the student’s contributions to a team's functioning
- Point values have not been assigned on the Teamwork Value Rubric because numbers of points vary from course to course

ADP LEARNING TEAMS

TEAMWORK RUBRIC

Adapted from the Association of American Colleges and Universities (AAC&U) Used and adapted with permission.

Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 400 level	Milestones		Benchmark 100 level
		300 level	200 level	
<i>(One option for grading levels)</i>	100 level "A" grade	100 level "A" grade	100 level "A" grade	100 level "A" grade
	200 level "A" grade	200 level "A" grade	200 level "A" grade	200 level "B" grade
	300 level "A" grade	300 level "A" grade	300 level "B" grade	300 level "C" grade
	400 level "A" grade	400 level "B" grade	400 level "C" grade	400 level "D" grade
Contributes to Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
Facilitates the Contributions of Team Members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.

	tasks to a similar level of excellence.			
Fosters Constructive Team Climate	<p>Supports a constructive team climate by doing all of the following:</p> <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	<p>Supports a constructive team climate by doing any three of the following:</p> <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	<p>Supports a constructive team climate by doing any two of the following:</p> <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	<p>Supports a constructive team climate by doing any one of the following:</p> <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.
Responds to Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.

Team Scoring Worksheet

**STUDENT'S
NAME:**

Fill in the four values in the blue boxes. The first and fourth items are values determined by the instructor. The second value should come directly from the student's self-assessment on the evaluation worksheet. For the third item, add the total values indicated by each other team member and divide by the number of team members to enter the average score. The resulting values will be computed for you. Choose the grade that corresponds to the split you have chosen (60/40, 50/50, or 40/60) and enter that grade in the gradebook.

Grade on Quality of Project (points out of 100 possible):

 out of 100

Student's self-assessment (points out of 25 possible):

 out of 25

Average of teammates' assessment (points out of 25 possible):

 out of 25

Instructor's assessment of student (points out of 25 possible):

 out of 25

Grade

Computations:

60/40

50/50

40/60

Project %:

Process %:

FINAL

GRADE:

Note: This Excel form is available in the Moodle ADP Faculty Resources block, under "Learning Team Resources".

Online Facilitation Expectations for Faculty

Online education has the potential to be a truly transformative experience for students, providing them with an opportunity to receive one-on-one instruction beyond that normally received in face-to-face settings. **But the quality of the online experience depends heavily upon the proactive communication of the instructor.** Please make it a priority to communicate often with your students, both as a group and as individuals. Posting a message in the “Announcements” forum 2-3 times a week (“Here is what I’m seeing . . . Pay attention to . . . Start planning for . . .”) is a great way to help students feel connected and capable.

Instruction/Participation

Manage Mechanics

- Ensure that Moodle site is complete, accurate and made available to learners two weeks prior to the start of the class.
- Create a positive environment that facilitates active learning and fulfills the expectations of andragogical practice.
- Engage in the classroom discussion with a variety of class members.
- Provide assignment grading criteria (preferably detailed rubrics) in advance.
- Respond to student questions via any forum, phone message, or email **within 24 hours of receipt.**
- Comply with all applicable **academic integrity, FERPA, and ADA procedures and obligations.**
- Model good written communication skills.

Maintain a focus on the course outcomes

- Encourage academic rigor by relating course materials to the discussion.
- Participate in and guide ongoing academic discussion, ensuring that online discussions remain focused and productive.

Add expertise

- Infuse the curriculum with real-world practitioner experience.
- Integrate outside resources beyond the text/required readings.

Encourage higher-level thinking

- Challenge students to define and defend their perspectives.
- Promote higher order thinking skills.
- Pose open-ended questions to further discussions.

Feedback

Faculty members are required to provide feedback that includes specific commentary and a grade or score on all assignments. This feedback should include comments on strengths as well as areas for improvement for all assignments **no later than 4 days from the submission of the assignment.**

**Note: If a longer turnaround time is required for specific assignments, it should be communicated to students ahead of time.*

Encourage and recognize

- Provide comments that support the students and affirm growth and improvement.

Provide Corrective Feedback

- Correct students' responses (or point them to sources that do so) and suggests areas for improvement.

Protect Students' Privacy

- Post student feedback in a private space, not on the Web or in a public space on the main classroom site.
- Do not post any information about students which is considered to be private (e.g., student identification number, social security number, telephone number and so forth) in a public forum and/or Web site.
- Comment on individual student contributions on discussion boards focusing on the content of the posting only, not on evaluation of that content. Make evaluative comments regarding discussion board contributions in the gradebook or in private communication with the student.

Creating a Learner-Centered Environment

Establish Rapport

- Greet learners warmly and individually.
- Share your biographical information, including appropriate personal experiences.
- Encourage the sharing of students' biographical information.
- Monitor your tone to demonstrate respect at all times.
- Address all learners as equals—eliminate bias in your communications.
- Use appropriate examples of your experience in your course materials and during discussions.
- Be approachable and accessible.

Faculty Participation

- Active and substantial participation is required 4 of 7 days of the online week (at least 2 posts to further discussion)
- A visible presence online is expected 5 of the 7 days in the week.
- Respond to student questions within 24 hours. If response time is to be delayed for any period of time, communicate that to students ahead of time.

Synchronous Office Hours (faculty is readily available for questions during this time period)

- Faculty should be available at least 1 hour each week, at a consistent time, for student contact.

- Office Hours may be managed by phone, email, chat or direct message. If a specific form of contact is required, please note this on your course site.

Rubric: Excel

	Failure	Minimum Competence	Satisfactory	Excellent	Superior	Points Earned
Content (30 points)	15pts Does not address required elements.	20pts Addresses a few of the required elements but is missing information.	23pts Addresses required elements and meets assignment parameters.	26pts Addresses required elements, showing a good grasp of concepts.	30pts Addresses required elements, showing an excellent grasp of concepts. Goes beyond requirements.	
Data (20 points)	10pts Inaccurate as assigned.	13pts Two to three errors noted.	15pts One to two errors noted.	18pts Insignificant or arguably correct errors noted.	20pts No errors noted.	
Functions (20 points)	10pts Major defects noted.	13pts Two to three errors noted.	15pts One to two errors noted.	18pts Insignificant or arguably correct errors noted.	20pts No errors noted.	
Formulas (20 points)	10pts Major defects noted.	13pts Two to three errors noted.	15pts One to two errors noted.	18pts Insignificant or arguably correct errors noted.	20pts No errors noted.	
Formatting (10 points)	5pts Unattractive, inappropriate, and/or distracting.	6pts Could be more attractive and/or professional to better convey information	7pts Generally attractive, professional, and non-distracting.	9pts Attractive and professional, conveying all information easily.	10pts Elegant and/or creative, enhancing understanding of information.	

Rubric: Online Discussion

	Failure	Minimum Competence	Satisfactory	Excellent	Superior	Points Earned
Content of Response(s) (30 points)	15pts Fails to address question(s) and/or demonstrate knowledge of relevant concepts.	20pts Partially addresses question(s). May show some knowledge of relevant concepts, but analysis and/or evidence is limited.	23pts Addresses question(s) and shows knowledge of relevant concepts. More analysis or evidence could be provided.	26pts Addresses question(s) and shows knowledge of relevant concepts. Good analysis and evidence is provided.	30pts Addresses question(s) and shows deep knowledge of relevant concepts with insightful analysis and highly effective evidence.	
Interaction (30 points)	15pts Posts do not attempt to elicit reflection and conversation, and/or do so inappropriately.	20pts Posts attempt to elicit reflection and conversation, although some may be inappropriate, off-topic, or marginally effective.	23pts Posts effectively and appropriately elicit reflection and conversation but may not encourage deeper discussion and/or learning.	26pts Insightful posts effectively and appropriately elicit reflection and encourage deeper discussion and/or learning.	30pts Highly insightful posts effectively and appropriately elicit reflection, deep discussion, and learning beyond the parameters of the question(s).	
Quantity and Timeliness (30 points)	15pts Generally late or incomplete response(s).	20pts Some responses late or incomplete.	23pts All responses on time and complete but could include more depth.	26pts All required responses on time, complete, and provide a good level of depth.	30pts All required responses on time and complete. Depth of responses and/or participation exceeds requirements.	
Grammar and Spelling (10 points)	5pts Contains many errors, impeding reader's understanding.	6pts Contains enough errors to distract reader.	7pts Contains some minor errors but is generally readable.	9pts Contains no significant errors.	10pts Contains no errors.	

Rubric: Open-Ended Questions

	Failure	Minimum Competence	Satisfactory	Excellent	Superior	Points Earned
CONTENT						
Required Elements (30 points)	15pts Does not address required elements.	20pts Addresses a few of the required elements but is missing information.	23pts Addresses required elements and meets assignment parameters.	26pts Addresses required elements, showing a good grasp of concepts.	30pts Addresses required elements, showing an excellent grasp of concepts. Goes beyond requirements.	
Analysis and Evidence (30 points)	15pts Lacks analysis, fails to show understanding of concepts, and/or provides little supportive evidence.	20pts Provides analysis, but connections are unclear. Some evidence does not clearly support analysis and/or is questionable.	23pts. Analysis demonstrates understanding of concepts. Provides appropriate evidence to support analysis.	26pts In-depth analysis shows good grasp of concepts. Evidence is relevant and well-implemented.	30pts A superior analysis shows deep grasp of concepts. Evidence is highly relevant and well-implemented.	
ORGANIZATION						
Organization (30 points)	15pts Organization, structure, and transitions are difficult to follow. Lacks cohesion and clarity.	20pts. Organization, structure, and transitions are acceptable but may not be effective. Some parts lack cohesion and clarity.	23pts Generally well organized, follows an appropriate structure, and includes appropriate transitions. Some parts could be organized or stated more clearly.	26pts Well organized with an appropriate structure and transitions. All parts are coherent and clearly stated.	30pts Highly organized with a very clear structure and elegant transitions. All parts are coherent, clear, and expertly stated.	
MECHANICS						
Grammar, Spelling, and Citations (10 points)	5pts Contains many errors, impeding reader's understanding.	6pts Contains enough errors to distract reader.	7pts Contains some minor errors but is generally readable.	9pts Contains one or two insignificant errors.	10pts Contains no errors.	

Rubric: Paper

	Failure	Minimum Competence	Satisfactory	Excellent	Superior	Points Earned
CONTENT						
Required Elements (20 points)	10pts Does not address required elements.	13pts Addresses a few of the required elements but is missing information.	15pts Addresses required elements and meets assignment parameters.	18pts Addresses required elements, showing a good grasp of concepts.	20pts Addresses required elements, showing an excellent grasp of concepts. Goes beyond requirements.	
Analysis and Evidence (20 points)	10pts Lacks analysis, fails to show understanding of concepts, and/or provides little supportive evidence.	13pts Provides analysis, but connections are unclear. Some evidence does not clearly support analysis and/or is questionable.	15pts. Analysis demonstrates understanding of concepts. Provides appropriate evidence to support analysis.	18pts In-depth analysis shows good grasp of concepts. Evidence is relevant and well-implemented.	20pts A superior analysis shows deep grasp of concepts. Evidence is highly relevant and well-implemented.	
ORGANIZATION						
Organization (30 points)	15pts Organization, structure, and transitions are difficult to follow. Lacks cohesion and clarity.	20pts. Organization, structure, and transitions are acceptable but may not be effective. Some parts lack cohesion and clarity.	23pts Generally well organized, follows an appropriate structure, and includes appropriate transitions. Some parts could be organized or stated more clearly.	26pts Well organized with an appropriate structure and transitions. All parts are coherent and clearly stated.	30pts Highly organized with a very clear structure and elegant transitions. All parts are coherent, clear, and expertly stated.	
MECHANICS						
Grammar, Structure, and Spelling (15 points)	7pts Contains many errors, impeding reader's understanding.	10pts Contains enough errors to distract reader.	12pts Contains some minor errors but is generally readable.	14pts Contains one or two insignificant errors.	15pts Contains no errors.	
APA Standards (15 points)	7pts Lacks citations/references and/or citations do not follow guidelines.	10pts Missing some citations/references and/or citations inconsistently follow guidelines.	12pts Includes most citations/references where appropriate. Citations may include some errors.	14pts Includes all citations/references where appropriate. Citations have no significant errors.	15pts Includes all citations/references where appropriate. Citations have no errors.	

Rubric: Presentation

	Failure	Minimal Competence	Satisfactory	Excellent	Superior	Points Earned
CONTENT						
Required Elements (20 points)	10pts Does not address required elements.	13pts Addresses a few of the required elements but is missing information.	15pts Addresses required elements and meets assignment parameters.	18pts Addresses required elements, showing a good grasp of concepts.	20pts Addresses required elements, showing an excellent grasp of concepts. Goes beyond requirements.	
Analysis and Evidence (20 points)	10pts Lacks analysis, fails to show understanding of concepts, and/or provides little supportive evidence.	13pts Provides analysis, but connections are unclear. Some evidence does not clearly support analysis and/or is questionable.	15pts Analysis demonstrates understanding of concepts. Provides appropriate evidence to support analysis	18pts In-depth analysis shows good grasp of concepts. Evidence is relevant and well-implemented.	20pts A superior analysis shows deep grasp of concepts. Evidence is highly relevant and well-implemented.	
Appearance (20 points)	10pts Appearance is unattractive, inappropriate, and/or distracting, hindering the presentation.	13pts Presentation is understandable, but appearance could be more attractive and/or professional in some parts.	15pts Appearance is attractive and professional but could be more creative and/or exciting.	18pts Appearance is attractive and professional and enhances the presentation.	20pts Appearance is highly professional, creative, and/or attractive and greatly enhances the presentation.	
ORGANIZATION						
Organization (20 points)	10pts Organization, logical structure, and transitions are difficult to follow. Lacks cohesion and clarity.	13pts Organization, logical structure, and transitions are acceptable but may not be effective. Some parts lack cohesion and clarity.	15pts Generally well organized, follows a logical structure, and includes appropriate transitions. Some parts could be organized or stated more clearly.	18pts Well organized with an appropriate structure and transitions. All parts are coherent and clearly stated.	20pts Highly organized with a very clear structure and elegant transitions. All parts are coherent, clear, and expertly stated.	
DELIVERY						
Delivery* (20 points)	10pts Delivery did not meet requirements and/or was ineffective.	13pts Delivery partially met requirements and/or was somewhat effective.	15pts Delivery met major requirements and was effective.	18pts Delivery met all requirements and/or was very effective.	20pts Delivery exceeded requirements and was highly creative and/or effective.	

WebEx Session Instructions

Warner Pacific currently has two concurrent licenses for using WebEx for synchronous sessions. In order to ensure availability for the time period you wish to access WebEx, please contact the ADP Academic Affairs office (Lori at ljass@warnerpacific.edu, Sheryl at sdthompson@warnerpacific.edu), or Bill at wdobrenen@warnerpacific.edu) to reserve access to WebEx and to secure your login and password.

To access WebEx and set up your session, click here:

<https://synergiseducation.webex.com>

To set up a meeting, you will need a login/password combination from Lori, Sheryl or Bill.

Click on “Hot a Meeting” and login using the information provided.

Click on “Schedule a Meeting” and fill in the information requested. When adding Attendees, remember two important things:

1. Include email addresses of all students/faculty who will participate in the conference, with email addresses separated by a comma or semicolon.
2. Include your own email address here, since the email under which you are scheduling the conference is not your own.

Click on “Schedule Meeting.”

WebEx Tutorial Help

<http://www.webex.com/how-to/index.html#mc#4170028376001>

<https://help.webex.com/docs/DOC-1091>

<https://help.webex.com/videos/1240>

<https://www.youtube.com/watch?v=liEpWoDg9Qw>

<https://www.youtube.com/watch?v=akHIseKLGZQ>

<https://www.youtube.com/watch?v=IcbZij4Qzq0>