



**WARNER
PACIFIC
COLLEGE**

Adjunct Faculty Manual

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Introduction to Warner Pacific College

Welcome to the Warner Pacific College faculty! We are pleased to have you join us and are grateful you are willing to share your expertise with our students, faculty, and other educational experts from the Pacific Northwest.

As you will see from this manual, Warner Pacific College is a community of learners that is committed to Christ-centered faith and values and to excellence in teaching and scholarship for the intellectual, personal, and spiritual growth of its students. Founded in 1937, WPC continues its Christian tradition as an institution of the liberal arts that seeks to educate and prepare students for service and leadership through its classes, chapels, and service learning requirements.

Located in the heart of Portland, Warner Pacific College embraces its urban context, serving as a force for change by demonstrating inclusion and diversity while addressing issues of regional injustice and educational challenge. Through its academic programs, Warner Pacific prepares teachers, business executives, social workers, pastors, accountants, and effective community members to go forth and lead. In all areas, students are challenged not only to prepare for the complex issues facing our world today, but to take into account how the answers they find will immediately impact the city.

Whether you are a new or returning member of our adjunct faculty, we invite you to embrace and transmit our vision to the students you teach. To aid you in that endeavor, we ask you to carefully read and review the general information, policies, and procedures presented in this manual. Please pay particular attention to the Mission, Vision, Values & Paradox section as well as to the Adjunct Faculty Qualifications and Applications subsection, which define WPC's objectives in education and outline specific lifestyle standards expected from all College instructors. If as you read you discover an area on which you would like further clarification, please contact the Office of Academic Affairs at (503) 517-1036 or the Office of Human Resources at (503) 517-1031. ADP faculty may also contact Sheryl Thompson at (503) 517-1310 or Bill Dobrenen at (503) 517-1555.

Accreditation

Warner Pacific College is accredited by the Northwest Commission on Colleges and Universities (NWCCU) and is endorsed by the Teacher Standards and Practices Commission of the State of Oregon to recommend qualified applicants for teaching licensure. Its Human Development faculty has been recognized as Certified Family Life Educators by the National Council on Family Relations, and its baccalaureate Social Work program has been granted Candidacy status by the Council on Social Work Education. WPC is a member of the Council of Christian Colleges and Universities (CCCCU) and the Council of Independent Colleges (CIC). Warner Pacific has been approved to offer degree programs in Oregon, Washington, and thirty other states.

Mission, Vision, Values & Paradox

Warner Pacific College has the distinct privilege of being an urban, Christ-centered, liberal arts college that addresses the idea of paradox and service learning through its core humanities curriculum. The only Church of God (Anderson, IN) institution of higher learning in the western United States, Warner Pacific offers a unique educational experience to its students through the relationships its small classes, degree options, and opportunities for ongoing education allow its faculty and staff to develop with its students. Specifically:

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.

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.

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, staff, and faculty
- Service in and beyond our city, and
- The transformative power of the gospel

Paradox

Warner Pacific encourages interdisciplinary learning and invites honest questioning through a foundation of faith. As a result, faculty members challenge students to engage with life's most difficult questions through a core curriculum rooted in the notion of paradox.

Faculty Mission Statement (Excerpt from Faculty Handbook Section 101.3)

The faculty at Warner Pacific College support the mission statement of the College by the following Faculty Mission Statement:

We are:

A community of faith in Jesus Christ
Committed to academic excellence
Dedicated to scholarship
Exemplifying Christian service

A Community of Faith: The College has invited faculty, administration, staff, and students of various backgrounds to be a part of this community, sharing its values while searching together for a meaningful integration of faith, living, and learning. The College calls men and women to support and affirm one another in their work, to interact freely from different perspectives, and to unite together for intellectual growth coupled with moral integrity.

We, the faculty, are committed to fostering an environment in which freely chosen Christian faith can be deepened and spiritual relevance in everyday life clarified. The bonds that exist between the members of the College community are strengthened and renewed through friendship; through the formation of communities among faculty, administration, staff, students, and alumni; and through the frequent opportunities for shared worship.

Committed to Academic Excellence: The faculty of Warner Pacific College strives to provide a Christian educational experience that evokes academic excellence while integrating liberal studies, professional preparation, and ethical commitment.

The faculty considers it of critical importance to work in an interdisciplinary manner toward the integration of faith, living, and learning; the humanities and technology; the fine arts and

the market place; a concern for others and for self; personal freedom; and a commitment to the welfare of the entire human community.

As the faculty of Warner Pacific College, we are free to adapt thoughtfully and creatively to valuable new approaches in education and strive for the continual development of effective and participatory structures and modes of education that foster excellence.

Devoted primarily to teaching, the faculty serves students through various disciplines that provide knowledge and skills, impart professional training, foster the development of the whole person, and contribute to the formation of a mature, sensitive, and moral consciousness.

Dedicated to Scholarship: At the heart of the College community is a faculty dedicated to life-long learning and to the enhancing of professional growth and development.

Exemplifying Christian Service: We support one another in formation of the whole person towards Christian servanthood. We serve the various communities of Portland, the Northwest, the nation, and the world through intellectual, spiritual, moral, and professional leadership.

Adjunct Faculty Status

Adjunct Faculty Qualifications and Applications

It is college policy to hire qualified adjunct instructors who agree to respect Christ-centered values and Christian faith and abide by the College's lifestyle commitments while engaged in College-related activities.

All adjunct faculty members are expected to uphold the mission, vision, and values of the College and to maintain the standards of moral, ethical, and professional conduct while in class and in other official interactions with students. Each is expected to:

- a) Use language free from profane or vulgar reference;
- b) Demonstrate respect for the religious beliefs of students and the College;
- c) Propagate no doctrines, philosophies, or practices contrary to Christianity;
- d) Refrain from the use of tobacco, alcohol, or illegal drugs while representing Warner Pacific College and performing contracted obligations.

The adjunct faculty position requires, at minimum, a Master's degree and teaching expertise. Adjunct faculty members must request official transcripts from the institution that granted their highest degree(s) and any lesser degree(s) for which they have been approved to teach courses. Transcripts must be sent to the Office of Academic Affairs as part of the interview process. According to policy, official transcripts become the property of WPC and cannot be photocopied or returned to the instructor. All instructor transcripts will be retained in faculty files as long as instructors teach for WPC. Transcripts for candidates who are not hired will be destroyed. Instructors are responsible for making sure their transcripts are on file and up-to-date. All faculty members must also submit a current curriculum vita (CV) in the approved format (see Appendix G) with the following file name configuration: LastName_FirstName 4DigitYear2DigitMonth2DigitDay.ext (e.g. Doe_ Jane 20140810.docx). Updated vitae must be submitted each summer/fall for the upcoming academic year.

Instructors wishing to teach online courses must complete an online facilitator training course prior to receiving an online course assignment.

Maintaining Adjunct Faculty Status

Adjunct faculty members are hired to teach credit and non-credit courses, approved on a course-by-course basis. As non-voting members of the faculty, adjunct faculty members do not qualify for benefits (except those allowed by Portland Sick Leave and the Affordable Care Act) and do not accrue time toward promotion or sabbatical. However, the title of Senior Adjunct may be assigned to an adjunct faculty member in recognition of distinguished teaching service to the College, its students, and its faculty over a period of at least two years, with at least nine courses taught. Further information about this status may be found in Section 305.3.B of the Faculty Handbook.

While an instructor's adjunct faculty status officially ends at the end of her/his instructional assignment, her/his file may be kept open if the department chair foresees future instructional assignments. After two years of inactivity, however, an instructor's file shall be considered inactive. At that point, any instructor who wishes or is asked by the College to teach must reapply by completing an online Adjunct Faculty Application, submitting any required paperwork, and requesting an official transcript be sent to the Office of Academic Affairs, if one is not already on file, or if additional coursework has been completed since the last date of employment. Adjunct instructors assume the responsibility of keeping their files up-to-date and informing the Office of Academic Affairs of any additional degrees earned by submitting the appropriate transcripts and an updated CV.

Adjunct faculty members are expected to read and follow all policies and procedures related to teaching at Warner Pacific. If there are questions regarding any policy or procedure, instructors should initiate discussion with their department chair, the Office of Academic Affairs, or the Office of Human Resources. If an adjunct faculty member fails to follow policy or procedure, s/he will be contacted by the appropriate office. If the instructor continues not to follow the policy or procedure, her/his status as an adjunct faculty member will be discontinued.

At all points in the process, we encourage instructors to communicate their needs and concerns pertaining to any given policy or procedure with the appropriate department chairperson. With good communication and flexibility, it is usually possible to come to a consensus on a means of operation that meets the needs of students, instructors, and WPC.

Contracting and Remuneration

Contracts issued to instructors by Warner Pacific College designate salaries based on anticipated enrollments and any special conditions relating to the course. Questions related to traditional course contracts should be directed to the department chair or the Office of Academic Affairs. Questions related to ADP course contracts should be directed to the department chair or the Academic Services Office Manager in the Adult Degree Program. Contracts are subject to a course enrollment minimum. If the course enrollment minimum is not met, classes may either be cancelled or taught for reduced compensation. Such changes would be noted on the contract or in a contract addendum. The traditional program's summer session is an exception to this policy as compensation for traditional summer classes is determined by student enrollment.

Before the first class begins, instructors must have all new hire paperwork on file with the Warner Pacific College Office of Human Resources and CVs and transcripts on file with the Office of Academic Affairs.

Payroll checks will be direct deposited on the last working day of the month(s) noted on the contract.

Contract Termination

The College reserves the right to terminate agreements without cause or prior notice upon payment to the instructor of the pro rata compensation accrued as of the effective termination

date. The College further reserves the right to terminate agreements for cause without compensation based on any grounds discussed in this manual.

The College may terminate an adjunct instructor for cause without prior notice and without further compensation if the instructor is deemed by the College within its sole discretion to have violated any College policy or procedure or to have materially deviated from the original course proposal.

Course Responsibilities

Instructor of Record

For credit, adjunct faculty members are asked to act as an instructor of record. The instructor of record carries the legal responsibility for the course offering according to the approved syllabus with required classroom hours. Also included is the responsibility for classroom instruction, attendance, the evaluation of student progress, and the assignment of student grades. The instructor of record is responsible for following all guidelines outlined in this manual. Teaching assistants and co-instructors are responsible to work with the instructor of record and must also follow the guidelines indicated herein.

Prior to the start of a teaching assignment, instructors should meet with their department chair and/or the Director of General Education for the Adult Degree Program to review expectations and requirements related to the course syllabus and textbook. They should also review expectations related to course evaluations, classroom observations, attendance tracking and grading, and should plan to meet with their department chair for an end-of-semester (traditional) or periodic (ADP) review.

Syllabus

- Traditional

In most cases, traditional program instructors are expected to create their own syllabus. Instructors should meet with their department chair to review expectations and requirements and obtain a sample of a previous course syllabus. They should then follow the Checklist for Course Syllabus (located in Appendix A) to include the required elements. *All syllabi must be reviewed and approved by the appropriate department chair prior to distribution.* Once approved, an electronic copy of the syllabus should be sent to the department chair (as a Word or PDF attachment) for submission to the Office of Academic Affairs. A hard copy of the syllabus is to be distributed to students on the first day of class.

- ADP

ADP syllabi are pre-created with detailed notes for the instructor. Prior to a course assignment, instructors will be given access to the course site on MyWPClasses (Moodle), which contains the syllabus and text information. Faculty who need a desk copy of the text may contact the Coordinator of Faculty, Curriculum and Textbook Services to secure one. Instructors are to follow the syllabus when teaching the course; course objectives and outcomes are nonnegotiable. ADP syllabi contain both individual and learning team activities for students that are to be completed before each Workshop (class session) for face-to-face courses. Since this is an accelerated program, students are expected to do 15-20 hours of work outside of class each week. Syllabus or course-related questions may be directed to the Associate Vice President for ADP, the Director of General Education for ADP, or the appropriate department chair.

Textbooks

- Traditional

Instructors are required to use the approved text if one has been identified by the department chair. If no text has been identified, instructors should work with their department chair to

select and order a text that is appropriate to the course content. Textbook orders must be placed with the WPC Bookstore by the required deadline and on the required form (see Appendix B). The bookstore will post ISBN numbers on its website for student reference prior to the start of the semester. While students may purchase their textbooks from any source, they are encouraged to verify ISBN numbers on the bookstore website before making a purchase, as students who do not verify ISBN numbers or who purchase from online, non-WPC sources have purchased wrong versions or had delayed deliveries, resulting in much frustration and difficulty.

Deadlines for textbook orders are as follows:

Fall Semester: July 1

Spring Semester: November 1

Summer Semester: March 15

- ADP

ADP students receive their textbooks via mail two to three weeks before their course begins. Faculty texts and supplies are available through the Coordinator of Faculty, Curriculum & Textbook Services.

Office Hours & Attendance

As per Faculty Handbook Section 305.3, all adjunct faculty members are expected to be available at least one and one-half hours per week outside of class time for each course taught to advise students regarding their coursework. This can be done before or after classes and does not need to take place in a designated office location.

Instructors are expected to be present and on time for every class session. If an emergency situation or illness arises, traditional program instructors should contact their department chair and Records to determine whether a substitute can be found or to notify students of the cancelation. ADP instructors should contact Sheryl Thompson at (503) 517-1310. Once eligible for Portland Sick Leave (PSL), instructors must submit a timecard for any PSL-covered absence. Absences not covered by PSL may result in a revised contract for adjusted remuneration.

Instructors should be aware of the start and end dates for their class(es), as well as any published holidays or breaks. Traditional program faculty may request a copy of the Academic Calendar and Final Exam Schedule from Records or their department chair. The Academic Calendar is also available online.

Course Evaluation

- Traditional

Course evaluations are delivered to each instructor for students to complete at a class session during the last few weeks of class. If an instructor has not received the evaluation forms by the beginning of the last week of class, s/he is asked to please contact the Faculty Office Assistant to obtain the forms before the last class session prior to the day of the final exam. To maintain anonymity, one student should be appointed to collect and return the completed forms to the Office of Academic Affairs in the provided envelope. After processing the forms, the Office of Academic Affairs will send one copy of the evaluation results to the instructor, one copy to the appropriate department chair, and will keep one copy on file. No end-of-course evaluation results will be released until final grades have been submitted.

- ADP

Student end-of-course evaluations are found in the course Moodle shell found at mywpclasses.warnerpacific.edu. The instructor will need to remind students to do the online

evaluation after the Week 4 class session. Whenever possible, instructors should allow 10-15 minutes at the end of the last class session to allow students to complete the evaluation.

Classroom Observations

In agreement with Faculty Handbook requirements, each adjunct faculty member is to be observed by her/his department chair (or a designee) in at least one course per semester (traditional) or at least one course per year (ADP). If the observation or student course evaluation results warrant cause for concern, the department chair may opt to observe the instructor in more than one course or more than one course session. Faculty members in the traditional program should coordinate with their department chair to schedule a date for a classroom observation. ADP faculty will be contacted by their respective department regarding observation times. At the department chair's request, observations may also be conducted by the Chief Academic Officer (CAO).

Academic Performance

Further details on this section may be found in the College Catalog or ADP Student Bulletin.

Grading and Grade Points

Instructors are required to set up and keep their own grade book. Grades must be tracked in an Excel spreadsheet and submitted via myWP by the required submission deadline. At the end of the course (after final grades have been entered via myWP), grade spreadsheets should be forwarded to the Registrar (traditional) or Student Services (ADP) with the following file name configuration: Course-No-Section_InstructorLastName.ext (e.g. BUS-260-01_Martin.xlsx). Once a grade has been submitted via myWP, it can only be changed through the paper Change of Grade form process.

The quality of academic work is measured in terms of letter grades and numerical grade points. Plus or minus grades may be specified on the transcript but will not affect calculation of the grade point average. Grades marked with an asterisk (*) do not apply to the Adult Degree Program.

A/A-	Superior Performance	4 grade points
B+/B/B-	Very Good Performance	3 grade points
C+/C/C-	Satisfactory Performance	2 grade points
D+/D/D-	Inferior Performance	1 grade point
F	Unacceptable Performance	0 grade points
P/NP	Pass/No Pass	
I*	Incomplete	
IP*	In Progress	
W	Withdraw	
X	No basis for grade	
AU	Audit	

Grade Descriptions

A = Superior Performance. The student's work exceeds the course learning outcomes by formulating new knowledge or unique evaluations of existing knowledge, upholding the highest standards of scholarship, exhibiting unusual creativity, and/or including profound application to personal experience.

B = Very Good Performance. The student's work meets all of the course learning outcomes by exhibiting a thorough understanding of the subject matter, employing competent scholarship, contributing well-reasoned conclusions and syntheses on course subjects, and/or reflecting on implications for personal perspectives.

C = Satisfactory Performance. The student's work meets most of the course learning outcomes by representing an acceptable understanding of the subject matter with relatively few errors in reasoning, demonstrating adequate awareness of scholarly expectations, and/or applying the subject of the course to personal experience.

D = Inferior Performance. The student's work does not meet several of the course learning outcomes by revealing significant gaps in understanding of the subject matter, lack of consistent use of scholarly conventions, and/or little personal application.

F = Unacceptable Performance. The student's work fails to meet the course learning outcomes by demonstrating insufficient understanding of the subject matter, poor use of scholarly conventions, and/or inability to connect the subject matter to personal experience.

To earn a "P", a student who has elected the P/NP option must complete course requirements with the equivalent of at least a "C" letter grade. To earn an "AU", an auditing student must attend or participate in at least 75% of the classes. Details related to the traditional program's "I" and "IP" grades are included below. Please check with your department chair for responsibilities you may incur in relation to an "I" through "AU" grade.

Incomplete Grades (Excerpt from the College Catalog)

An Incomplete ("I") may be granted only when: 1) completion of remaining requirements is not possible because of factors beyond the control of the student; 2) the student has been in regular contact with instructor regarding course completion; and 3) the student was earning a course grade of at least "C-" at the date of occurrence or request.

The "I" may be granted only after a completed and approved Request for an Incomplete form has been filed in Records. Incompletes must be filed before finals begin. An Incomplete taken in the fall semester must be completed by the end of the following spring semester; an Incomplete taken in the spring or summer semester must be completed by the end of the following fall semester. If the incomplete work is not completed within the stated timeframe, the Registrar will automatically change the "I" to an "F".

In Progress Grades (Excerpt from the College Catalog)

In Progress ("IP") grades are offered only for research or thesis courses, internships, study trips, Independent Study, and summer semester courses. In order to issue an "IP" grade, the Registrar must receive a contract for completing the work signed by the student and the instructor. An In Progress taken in the fall semester must be completed by the end of the following spring semester; an In Progress taken in the spring or summer semester must be completed by the end of the following fall semester. If the in progress work is not completed within the stated timeframe, the Registrar will automatically change the "IP" to an "F". An extension may not exceed the stated period without approval of the Academic Policies Committee.

Dishonesty and Plagiarism (Excerpt from the College Catalog)

Students are expected to adhere to the highest standards of honorable conduct in academic matters. If students and faculty are to build a learning community, it is essential that students present their own work in their classes. The following situations constitute a breach in academic integrity:

1. Giving unauthorized information to another student or receiving unauthorized information from another student or source during any type of examination or test.
2. Obtaining or providing without authorization, questions or answers relating to any examination or test prior to the time of the examination or test.
3. Asking or arranging for another person to take an examination or test in one's place; asking or arranging for another person to sign an attendance sheet in one's absence.

4. Plagiarizing is taking ideas, words, or substantive ideas of another and offering them as one's own, without acknowledging the source. Examples include, but are not limited to, the following: submission of a written work (either in part or in whole) completed by another; failure to give credit in a footnote/citation for ideas, statements, facts, or conclusions, which rightfully belong to another; failure to use quotation marks when quoting directly from another; and close and lengthy paraphrasing of another's writing.

All incidents of willful dishonesty or plagiarism will be reported in writing to the Chief Academic Officer. Possible actions that may be taken by a faculty member who suspects a student of academic dishonesty (after conversation with the student in order to determine the student's awareness of the problem) are listed below. In order to protect both student and faculty involved, either the appropriate Department Chair or the Chief Academic Officer must be present during any action taken beyond the oral reprimand/counseling stage:

1. An oral reprimand (counseling with the student toward the aim of making the student aware of the gravity of the offense and preventing future occurrences). May also include a requirement that the work be repeated or a substitute examination taken.
2. Assignment of a failing grade or a reduction of the grade earned on the specific work in question.
3. A reduction in the course grade.

If a satisfactory resolution is not reached after these actions have been taken, either faculty or student may refer the matter to the Academic Policies Committee for resolution, which will address the issue using the regularly established procedures for academic appeals. If either faculty or student is not satisfied with the action of the Academic Policies Committee, in conformity with standard procedure, an appeal may be made to the President.

At the discretion of the CAO, repeat offenses may result in suspension or administrative dismissal from the college.

All of the above procedures must be carried out in accordance with the Warner Pacific College Education Records Policy in compliance with the Family Education Rights and Privacy Act (Public Law 93-380).

Student Attendance

- Traditional

Although official attendance is only reported on the 5th and 10th days of the semester, students are expected to attend all class sessions and to take exams at the scheduled time. If a student misses three consecutive class sessions (or two consecutive weeks for a one-day-a-week course), instructors are asked to complete and submit a Vanished Student Report (see Appendix C). Instructors are also asked to notify Enrollment of any students who seem to be struggling in their classes via the Academic Alert System (Appendix D). Students are responsible for all course assignments regardless of any absence and must pay a special exam fee if their request to reschedule an exam is approved.

- ADP

Attendance rosters must be completed each class session for courses in the Adult Degree Program via mywp.warnerpacific.edu. Instructors must fill out the attendance form by the end of class. Students who are absent for more than four hours of a face-to-face course will fail the course and will not sit through further class sessions. Attendance in online programs is defined by days of online participation and participation in weekly forums. See the specific guidelines for recording attendance in online programs in the "Faculty Resources" section of the Moodle site.

Ethics and Standards

Professional Ethics (Excerpt from Faculty Handbook Section 340.3)

For Warner Pacific College to be effective as a Christian community dedicated to academic pursuits, it is necessary for individual faculty members to assume responsibilities related to students, colleagues, the institution, their profession, and the community. In these various relationships, the instructor should be guided by a deep commitment to Christ, to the advancement of knowledge and wisdom in keeping with the centrality of the Lord, and to others as persons before God and not simply for the roles they assume.

While the following guidelines cannot be thought exhaustive, they indicate some essentials of professional credibility within a community of Christian scholars.

Relation to Students

Instructors shall hold class regularly and make alternative arrangements if absent. Instructors shall establish appropriate instruction and make optimum use of class time for instructional purposes.

As they teach, instructors shall cultivate objectivity in the treatment of materials while at the same time being aware of the College Mission to integrate faith and learning in the development of the whole being. They shall cultivate equity in evaluating students' work and hold respect for viewpoints other than their own, advising students as the need arises, observing adequate office hours, encouraging candid interaction, making professional referrals when warranted, and holding in trust information shared in confidence. Instructors shall not talk disparagingly about students or other instructors in the presence of other students/instructors and shall seek informal on-campus contacts with students by showing interest in their endeavors. In all this, instructors shall act with a view of the development of mature Christian persons.

Responsibilities to the Academic Profession

Each instructor shall uphold high scholarly standards and encourage outstanding students to enter the academic profession. Instructors shall seek to grow professionally by keeping current in their discipline, by continuing personal study, and by holding membership and participating in professional societies. Each instructor is encouraged to make scholarly contributions by means of a regular program of teaching. Participation in off-campus lectures, consulting engagements, and community activities which contribute to professional development is encouraged. In all this, instructors shall seek to bring Christian perspectives to bear.

Responsibilities to Colleagues

Each instructor shall respect and defend the academic freedoms of her/his associates, respecting the contributions to the pursuit of learning of other disciplines and those involved in them, avoiding open criticism of fellow instructors, and striving for objectivity in evaluating the professional performance of colleagues. Instructors shall take opportunities for dialogue as a means of personal and professional growth. In all this, instructors shall seek the development of the community of Christian scholars.

Processes and Procedures

myWP

All instructors of record are required to submit their grades online via myWP. MyWP may be accessed via the Faculty + Staff dashboard on the WPC website or by entering mywp.warnerpacific.edu on the web browser. After clicking on the link to proceed to myWP, instructors should enter Log-inName@warnerpacific.edu and their system password. Once inside, the Faculty Information tab will provide access to class rosters and grading. Under Grading, select the semester for which you are submitting grades (you may omit start and end

dates), then the portion of grades you are submitting (midterm or final). Finally, enter the letter grade earned by each student under the appropriate class. Please double check your entries before saving, as saved grades can only be changed through the paper Change of Grade form process.

MyWP is also used to obtain class rosters and student contact information. This information is available through the Class Roster option under the Faculty Information tab.

Library Access

Adjunct faculty currently teaching for the College may utilize the services of the Linn Library. Instructors wishing to borrow materials must complete a Library Application at the circulation desk. For library resource information or to receive a library card, please contact the Linn Library.

Identification Cards are obtained through the Office of Student Affairs. After completing all new hire paperwork, please call (503) 517-1098 to schedule a photo appointment.

Mail Service

- Traditional

Mail service is available through the Mailroom, on the east end of the second floor of Egtvedt. Both on and off-campus mail may be sent and received through the Mailroom. Incoming mail will be delivered to faculty boxes, located in the Faculty Office on the third floor of AF Gray for most faculty, and in the Music Office for Music Department faculty. Boxes must be checked weekly.

- ADP

Mail service is generally handled by e-mail in the ADP. There are no adjunct faculty mailboxes at this time.

School Closures Due to Weather

In the event of snow or adverse weather conditions that would necessitate canceling classes, an announcement will be placed on the Warner Pacific College webpage. Those participating in the WPC E2Campus notification system should also receive an announcement via e-mail or text message, and announcements will be made on most local radio and television stations.

Appendix A
Traditional Program
Checklist for Course Syllabus

Items marked with an asterisk () apply only to courses with an ED prefix*

- Course discipline(s), number(s), and title
- Term and year taught
- Instructor's name, office location, phone extension, e-mail, office hours
- Text(s) (required/recommended) & their respective ISBN(s)
- Course description from the college catalog
- Statement that course fulfills grade level and/or content licensure authorizations*
- Relationship to core themes/values, as appropriate
- Appropriate department and major outcomes (obtain from Department Chair)
- Appropriate state (OAR) standards (Division 18 and/or Division 65)*
- Culturally sensitive and unbiased content and strategies*
- Course outcomes (must be approved by Department Chair)
 - Are attainable
 - Are stated in terms of what the student is to do
 - Are related to method, theory, and content
 - Are related to integration of faith and learning
 - Address the student's ability to locate, acquire, analyze, synthesize and structure information
 - Address only one departmental or major outcome or Core objective
 - Use behavioral terms which can be measured
 - Indicate an appropriate student change
 - Follow a logical task analysis of the course description
- Learning activities (what the **student** will do)
 - Keyed to specific course outcomes
- Evaluation
 - Keyed to specific course outcomes and learning activities
 - Specifies how each outcome will be evaluated
- General provisions
 - Specifies format and content of requirements
 - Provides specific assessment rubrics/scales as appropriate
 - Provides basis for assigning final grade, including Pass/No Pass provisions, if appropriate
 - Includes penalties for late assignments or missed class
 - Includes a calendar for entire semester listing learning activity due dates, examination dates/times, and other expectations as appropriate (e.g., concert performance dates or field trips)
 - Includes bibliographies or other learning resources
 - Includes qualifying statement such as:
The provisions of this syllabus may be added to, deleted from, or otherwise changed if, in consultation with the department chair, the instructor deems it necessary to achieve course objectives. The student will be notified in advance of any such changes.
- Accommodation for disability & emergency information (must be stated as follows)
Any student who has a documented disability that may require accommodation to fully participate in this class should contact Ruth Knott, the Associate Director of Career and Life Counseling at 503-517-1576 as soon as possible.
Students with an Accommodation Plan through the Career and Life Counseling Center who would like to discuss the plan with me 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 me.
- Submit an electronic copy of each syllabus to the appropriate department chair for approval prior to the start of the semester. Department Chairs will submit approved syllabi to the Faculty Office Assistant by the end of the second week of classes.

Appendix B
**Traditional Program
Textbook Adoption Form**



Please e-mail completed form to wpcbookstore@warnerpacific.edu by the due date for each term.

Instructor: _____ Semester: _____
E-mail: _____ Phone: _____ Day Evening

Course Title*: _____
Course No: _____ Section No: _____ Cross Listed No: _____
Anticipated Enrollment: _____ Half Semester Course Start Date: _____
Notes: _____

*A separate form must be submitted for each course.

Textbook 1

ISBN: _____ Publisher: _____
Title: _____
Author: _____ Edition: _____
If this edition is not available can we order the one that is? Yes No
This text is: Required Recommended Optional
Will this be used future semesters? Yes No If so when? _____
Additional Notes: _____

Textbook 2

ISBN: _____ Publisher: _____
Title: _____
Author: _____ Edition: _____
If this edition is not available can we order the one that is? Yes No
This text is: Required Recommended Optional
Will this be used future semesters? Yes No If so when? _____
Additional Notes: _____

Textbook 3

ISBN: _____ Publisher: _____
Title: _____
Author: _____ Edition: _____
If this edition is not available can we order the one that is? Yes No
This text is: Required Recommended Optional
Will this be used future semesters? Yes No If so when? _____
Additional Notes: _____

FOR BOOKSTORE USE ONLY

Date Order Received: _____ Date Ordered: _____
Notes: _____



Appendix C
Traditional Program
Office of Enrollment
VANISHED STUDENT REPORT

To be completed when a student has not attended class for either three consecutive class sessions (two sessions if class meets once a week) or two consecutive weeks of class.

Today's Date: _____ Last Date Student Attended Class: _____

Student Name: _____ Student ID: _____

Course & Section Number: _____ Course Title: _____

Instructor: _____

Comments: _____

Please submit as e-mail attachment to: klove@warnerpacific.edu.

OFFICE USE ONLY

Student: Is enrolled in the class Has dropped the class Student phone/e-mail: _____

Advisor: _____ E-mails sent to: SFS Registrar Advisor Academic Support

Rev 20150812



**Traditional Program
Office of Enrollment
ACADEMIC ALERT SYSTEM**

The purpose of this tool is to assist students with their academic needs through early identification of student needs to develop an intervention that will encourage persistence and retention.

Student's Name: _____

Faculty or Staff Name: _____

Course Name and Number: _____

Difficulty with responsibilities in Class Attendance

Please select all that apply to the student:

- Student is frequently tardy
- Student is frequently absent without contacting instructor
- Student has excessive absences but contacts the instructor

Difficulty with study habits and assignments

Please select all that apply to the student:

- Student did not pass the first test
- Student did not turn in the first assignment
- Student does not take notes
- Student does not turn in assignments
- Student has difficulty understanding assignments
- Student has low grades
- Student lacks participation in class
- Student does not read text
- Student does not organize assignments
- Other: _____

Has student met with you to discuss problems? Yes No

If No, have you suggested the student meet with you? Yes No

Does the student exhibit a willingness to improve academic performance? Yes No

Please provide some specific needs that you feel should be addressed with this student.

Please return this form to: klove@warnerpacfic.edu.

Appendix E

**Adult Degree Program
COURSE SEQUENCE**

Warner Pacific College Adult Degree Program - Course Sequences			
AAOD Program			
		Credits	Weeks
1	PSY 110A Principle of Adult Learning	3	5
2	BUS/SOC 100A Team Dynamics	3	5
3	CMPT 100A Computer Information & Literacy	3	5
4	EN 102A Written Communication I	3	5
5	COMM 200A Interpersonal Communication	3	5
6	EN 103A Written Communication II (CSB)	3	5
7	PSY 100A Foundational Elements of Psychology	3	5
8	BUS/PS 150A Management Fundamentals	3	5
9	BUS 112A Principles of Budgeting & Accounting	3	5
10	BUS/PS 200A Foundations of the American Legal System	3	5
11	BUS/SS 220A Human Resource Development	3	5
12	BUS 261A Organizational Writing & Presentations (CSB)	3	5
13	EN 120A Introduction to Literature (CSB)	3	5
14	BI 151A The Bible as Literature (CSB)	3	5
15	HIS 200A Introduction to History (CSB)	3	5
16	MA 104A Math Concepts & Applications (CSB)	3	5
17	FA 200A Introduction to the Arts (CSB)	3	5
18	HUM 211A Humanities Colloquy: War & Peace (CSB)	3	5
19	PHS 100A Environmental Studies (CSB)	3	5
20	HHK 151A Health & Fitness for Adults (CSB)	3	5
21	BUS/REL/SOC 290A Ethics, Social Issues, & Responsibilities (CSB)	3	5
BBA Program			
		Credits	Weeks
1	BUS 300A Leadership & Supervision	3	5
2	BUS 310A Management Theory & Practice	3	5
3	EN 200A College Composition	3	5
4	BUS/PSY 321A Organizational Behavior & Design	3	5
5	BUS 401A Quantitative Analysis for Business	3	5
6	BUS 306A Economics for Managers	3	5
7	HUM 310A Ethics, Faith, Living, & Learning	3	5
8	BUS 313A Accounting for Managers	3	5
9	BUS 461A Corporate Finance	3	5
10	BUS 340A Marketing for Managers	3	5
11	REL 320A Spirituality, Character, & Service	3	5
12	BUS 303A Business & Employment Law	3	5
13	BUS 453A Operations Management	3	5
14	BUS 450A Business Policies	4	6
BAC Program			
		Credits	Weeks
1	BUS 300A Leadership & Supervision	3	5
2	EN 200A College Composition	3	5
3	BUS 306A Economics for Managers	3	5
4	BUS 211A Principles of Accounting I	3	5
5	BUS 212A Principles of Accounting II	3	5
6	BUS 303A Business and Employment Law	3	5
7	BUS 310A Management Theory and Practice	3	5
8	BUS 311A Intermediate Accounting I	3	5
9	BUS 312A Intermediate Accounting II	3	5
10	HUM310A Ethics, Faith, Living, & Learning	3	5
11	BUS 314A Cost Accounting	3	5
12	BUS/PSY 321A Organizational Behavior and Design	3	5
13	BUS 331A Non-Profit Accounting	3	5
14	REL 320A Spirituality, Character, & Service	3	5

15	BUS 401A Quantitative Analysis for Business	3	5
16	BUS 340A Marketing for Managers	3	5
17	BUS 411A Advanced Accounting	3	5
18	BUS 453A Operations Management	3	5
19	BUS 332A Auditing	3	5
20	BUS 461A Corporate Finance	3	5
21	BUS 412A Taxation I	3	5
22	BUS 413A Taxation II	3	5
23	BUS 450A Business Policies	4	6
BHCA Program			
		Credits	Weeks
1	HCA 300A Healthcare Leadership	3	5
2	HCACOMM 270A The Context and Language of Health Care	2	4
3	EN 200A College Composition	3	5
4	HCA 310A Healthcare Organizational Behavior and Design	3	5
5	HUM 310A Ethics, Faith, Living, & Learning	3	5
6	HCA 306A Healthcare Economics	3	5
7	HCA 301A Health Care Organization & Delivery	3	5
8	HCA 302A Principles of Managed Care	3	5
9	REL 320A Spirituality, Character, & Service	3	5
10	HCA 401A Quantitative Analysis for the Health Care Professional	3	5
11	HCA 402A Finances & Budgeting of Health Care Organizations	3	6
12	HCA 403A Public Policy, the Law & Ethics in Health Care	3	5
13	HCA 404A Introduction to Public Health Administration	3	5
14	HCA 303A Alternative Health Care	3	5
15	HCA 412A Health Care Ethics	3	5
16	HCA 450A Critical Issues in Health Care	3	5
17	HCA 494A Senior Portfolio	1	2
BSHD Program			
		Credits	Weeks
1	SS 300A Leadership and Diversity	3	5
2	SS 352A Cultural Studies	3	5
3	EN200A College Composition	3	5
4	SS 380A Conflict Resolution	3	5
5	HD 310A Foundations of Human Development	3	5
6	SS 391A Research Design and Applied Statistics	3	5
7	HD 311A Prenatal/Early Childhood Development	3	5
8	HD 312A Mid-Child/Adolescent Development	3	5
9	HD 313A Adult Development	3	5
10	HUM 310A Ethics, Faith, Living and Learning	3	5
11	HD 320A Human Sexuality	3	5
12	REL 320A Spirituality, Character and Service	3	5
13	EDPSY 420A Learning Theory	3	5
14	PSY 430A Counseling Theory	4	6
MMOL Program			
		Credits	Weeks
1	MOL 500A Introduction to Accelerated Graduate Study	1	2
2	MOL 501A Organizational Leadership: Theory/Practice	3	6
3	MOL 503A Financial Environments of Organizations	3	7
4	MOL 502A Leading, Learning, & Communicating in a Technical Society	3	6
5	MOL 504A Systems Thinking and the Learning Organization	3	6
6	MOL 600A Organizational Ethics, Values, and the Law	3	6
7	MOL 601A Leading Change and Transformation	3	6
8	MOL 602A Leading High Performance Teams	3	6
9	MOL 604A Legal and Regulatory Environment of Business	3	6
10	MOL 610A Coaching, Mentoring, and Conflict Resolution	3	6

Appendix F

**Adult Degree Program
SAMPLE INSTRUCTOR E-MAIL**

Greetings!

My name is Bill Dobrenen. I will be teaching your college composition class beginning next Tuesday evening and look forward to meeting each of you then. I have been with Warner for seven years and love teaching both in the ADP and in the traditional program. This class will be both a challenge and a blessing to you. It is a rigorous course that will challenge your thinking and writing abilities. The truth is that we will read and write a lot in EN 200. We will learn many new skills and reinforce skills you may have been using for some time. You will be writing four essays and doing three learning team presentations, as well as one individual presentation. I will explain all of these assignments thoroughly in Workshop 1.

Please read through your syllabus and jot down any questions you might have for Tuesday. Please be sure to do the readings as per the syllabus and be prepared to discuss these readings in class. Also, please write your first essay about your reading and writing experience as per the syllabus instructions and send it to me (via Moodle) by 11:55 on Sunday evening. Please do your best to format this essay in APA style. Also, please be sure to proofread carefully before submitting your final draft.

We will be using Moodle in this course. Here you will find class resources and upload your assignments. You will find our class under the BSHD tab at eadp.warnerpacific.edu. Please join the class, look over the resources on our class page, and upload your first assignment there. If you have any questions or concerns about Moodle or about this course, please feel free to e-mail me or call my cell, 503-577-7207. Please be aware that I do not accept late assignments in my classes, so plan ahead.

I look forward to working together and to meeting you on Tuesday evening. Have a wonderful Thanksgiving!

Warm regards,

Professor Bill

--

Bill Dobrenen - Assistant Professor
Director of General Education - ADP
Warner Pacific College
wdobrenen@warnerpacific.edu
503-517-1555 (Office) 503-577-7207 (Cell)

WARNER PACIFIC COLLEGE CURRICULUM VITAE

CONTACT INFORMATION

Name

Address, City, State, Zip

Telephone and/or Cell Phone

E-mail (*Use Warner Pacific e-mail if applicable*)

SUMMARY STATEMENT

Summarize your current or potential WPC teaching or student teacher supervisory assignment.

Include any courses you have recently taught, are assigned to teach, or are qualified to teach. If a student teaching supervisor, list the authorization level(s) for which you are qualified to supervise. (Per Oregon Administrative Rule 584-017-0060, personnel who supervise field experiences must have had a minimum of three years' teaching in early childhood, elementary, middle or high school and hold, or be eligible to hold, a license appropriate to the authorization level being supervised.) If a drama, applied art, or music instructor, list areas/instruments of expertise and provide a brief biography.

EDUCATION

List your academic background, including undergraduate and graduate institutions attended, with the highest degree first. *Official transcripts for your highest degree earned must be submitted to the Office of Academic Affairs prior to any teaching assignment. If teaching for the Education Program, please also submit a copy of any current teaching licenses you may hold and list those licenses in the Oregon and/or Out-of-State Licensure sections.*

- Graduate Institution, City, State, Country (if outside US)
Degree, Major, Date of Graduation (Optional)
Dissertation
- Graduate Institution, City, State, Country (if outside US)
Degree, Major, Date of Graduation (Optional)
Thesis
- Undergraduate Institution, City, State, Country (if outside US)
Degree, Major, Date of Graduation (Optional)

POSTDOCTORAL OR OTHER ADVANCED TRAINING

List your postdoctoral experiences, if applicable.

- Institution or Organization, City, State, Country (if outside US)
Title or Brief Description

APPROPRIATE CREDENTIALS

If applicable, list any appropriate credentials you may hold, including credential type(s), granting organization, and the date(s) of expiration for each. **Please list only non-teaching licensure**

credentials here. Any teaching credentials you hold should be listed in the Oregon and/or Out-of-State Licensure sections below.

- Credential. Granting Organization, City, State. Expiration date.

Items in red apply only to those supervising teacher candidates or teaching for the Education Program.

OREGON LICENSURE

If applicable, list any current Oregon teaching and/or administrative licenses you hold. Include authorization level(s), endorsement(s), and the date(s) of expiration for each.

- Type of Licensure and Authorization Level(s): Endorsement(s). Expiration date.

OUT-OF-STATE OR EXPIRED LICENSURE

If applicable, list any additional teaching and/or administrative licenses you hold or have held, with date(s) of expiration.

- State and Type of Licensure and Authorization Level(s): Endorsement(s). Expiration date.

EMPLOYMENT HISTORY

List any relevant teaching, supervising, higher-ed, and administrative experiences you hold or have held, most recent first. If your position involves clinical, creative, or other professional work, include experiences related to your area of expertise. Include position details and dates. **If teaching for the Education Program, please label this section “Non-P-12 Employment History” and list only your non-P-12 employment history here. Your P-12 Employment History should be included in the next section.**

Optional Subtitle (e.g. Academic Experience, Research Experience, Clinical Experience):

- Position Title, FT/PT (full time/part time). Name of School or Organization, City, State. Dates of Service (e.g. August 2011 – June 2012 *or* 2008 – Current). Brief description or list of courses taught, if applicable.

P-12 EMPLOYMENT HISTORY

If applicable, list your teaching, supervising, and administrative experiences in P-12 settings, most recent first. Include position details, dates, and number of years of service for each.

- Position Title, FT/PT (full time/part time). Name of School, Name of School District, City, State. Number of Years of Service: Dates of Service.

RELATED P-12 WORK EXPERIENCE

List any additional experiences, paid or unpaid, in supervising, consulting, teaching, research, or other appropriate involvement in contact with early childhood, elementary, middle or high school students and classroom teachers. Include title and dates, with most recent first.

- Position Title, FT/PT (full time/part time). Name of School or Organization, Name of School District (if applicable), City, State. Number of Years of Service: Dates of Service.

FELLOWSHIPS AND AWARDS

List internships, fellowships, and recognition from professional bodies. Include organization, title and dates, if applicable.

- Title. Name of Organization, City, State. Date(s).
- Name of Award. Awarding Organization, City, State. Date.

PROFESSIONAL AFFILIATIONS

List professional organizations to which you belong with a description of any leadership roles.

- Name of National Organization or Association. Member: Dates. Leadership role: Dates.
- Name of Local Organization or Association, City, State. Member: Dates. Leadership role: Dates.

PUBLICATIONS, PRESENTATIONS, AND PERFORMANCES

List your scholarly activities, with dates and organizations, if applicable. If a drama or music instructor, include performance history, plays, ensembles, and concerts given. If an applied art instructor, include shows and special projects.

Publications:

- *Title of Publication* (type of publication). Publisher, City, State: Year.

Presentations:

- *Title of Presentation*. Name of Conference or Event, City, State: Date.

Performances or Shows:

- *Title of Performance* (type of performance). Name and Location of Event or Company, City, State: Date.

OTHER QUALIFICATIONS

Provide any other relevant information that demonstrates your qualifications for your current or requested position. If speaking, reading, or writing a foreign language is required, include proficiency levels and years of experience.

- Name of Organization, City, State. Role(s): Dates. Brief description, if applicable.
- Proficient in Language. Brief description of proficiency.

2013-02-06 (*List current date, year first*)

Please e-mail updated CV to academics@warnerpacific.edu prior to the start of the semester.

CVs should be updated and forwarded annually with the following file name configuration:
 LastName_FirstName 4DigitYear2DigitMonth2DigitDay.ext (e.g. Doe_Jane 20130810.docx)