



**PORTLAND
BIBLE COLLEGE**

Faculty Handbook

2020-2021

1.0 Faculty Participation

1.1 Full-time Faculty. Faculty members considered to be “full-time” are expected to fully participate in all of the “all-school” functions (i.e. chapels & retreats) as well as all faculty meetings.

1.2 Part-time Faculty. Faculty members considered to be “part-time” are invited but not expected to participate in the “all-school” functions (i.e. chapels & retreats) as well as faculty meetings. **Occasionally, faculty meetings that include part-time faculty may be scheduled.**

1.3 Mannahouse Staff Handbook. All Portland Bible College faculty members are considered Mannahouse staff and are therefore accountable to the Mannahouse staff handbook. If you do not have a copy of the Mannahouse Staff Handbook, please contact AZ Suarez’s office to receive your copy.

1.4 Faculty Mail. Mailboxes will be designated for all faculty in the workroom of the Administration building.

1.5 Faculty Resources. PBC resources will be made available to all faculty, including library resources, the use of the copy machine in preparing class notes, etc.

2.0 Faculty-Student Relationships

2.1 Student Communication. Student mail boxes are located in the classroom building. Notes or papers put in the student mailbox at the Receptionist desk will be distributed to the student boxes. It is also recommended that teachers include their e-mail address on course syllabi.

2.2 Student Advising. Most of the students are assigned a Faculty Advisor. It is the role of the FA to guide the student through the PBC experience and to be available to them as needed. Hopefully a closer mentoring relationship will develop that will assist the student in their personal growth. It is especially important that new freshmen meet with their FA as soon as possible.

2.3 Contact Hours. It is recommended that teachers clearly communicate contact hours or how to schedule an appointment with them to their students, and then to be as consistently available during those hours as possible.

2.4 Student Confidentiality. Faculty relationships with students should be viewed as a counseling relationship with appropriate confidentiality.

2.5 Student Teacher Assistants. In some cases students may be available to serve as Teacher Assistants. They can help coordinate class administration, including roll taking, record keeping, etc. They would be viewed as volunteers in the PBC “department” and given Ministry Practicum or Apprenticeship credit for their service. If they are also enrolled in the same course, the teacher must verify their attendance and grade.

2.6 Student Handbook. Faculty are asked to familiarize themselves with the student handbook so that they are aware of the student's accountabilities. A copy of the student handbook can be found on the Portland Bible College website.

3.0 Preparing To Teach

3.1 College Teaching. Teaching on the college level is unique for two reasons: (1) It involves instructing "adult learners," requiring more collaboration and practical application, and (2) Certain academic elements must be built in to justify giving academic credit for the course. It is recommended that college faculty give themselves to the study of these distinctives in the context of their college teaching.

3.2 Selecting & Ordering Textbooks. Textbooks may be selected that are considered essential to the course contents and objectives. Textbooks must be ordered by the deadline communicated and approved by the Dean.

If a course notebook is compiled by a teacher for use in a class, it must be reported, approved and placed on the official textbook list. It is the responsibility of the teacher to design, print and distribute course notebooks.

3.3 Semester Schedule. The specific semester schedule will be communicated in advance to the teachers, including special events, deadlines, etc. This will be used to plan all course schedules. The course schedule will also be provided.

3.4 Registration Change & Course Withdrawal. A Registration Change deadline will be scheduled early in the semester. Students may change their class schedule without consequence by that deadline. The Course Withdrawal deadline will occur toward the end of the semester. After that deadline no course may be dropped without receiving a WF grade for the course.

The procedures for registration changes and course withdrawals as stated in the student handbook are as follows:

- a) Adding or Dropping a Course: Within the first two weeks of a semester, a student may add or drop a course by filling out a form in the Registrar's Office or through written email communication with the Registrar's office. The deadline for this is noted in the catalog. If a course is dropped before the deadline there is no record of it on the student's transcript.
- b) Withdrawing from a Course: After the first 2 weeks a student may withdraw from a course by completing the required form in the Registrar's Office or emailing the Registrar. Notice will be sent to the teacher from the Registrar's Office. Based on the teacher's calculation, the resulting grade will be noted on the student's transcript. The record will show that the student withdrew while passing the course (WP), or while failing the course (WF). If no forms are filled out with the Registrar's Office and approved (should the student merely cease to attend a course), the student's grade for that course will be recorded as a failure on their permanent record and will be computed into their GPA. The last day on which a student may withdraw from a course and

receive a withdrawal pass designation is noted in the college catalogue. Veterans are limited by VA regulation to a 4-week withdrawal period.

c) Withdrawal from School: This is permissible only after you have consulted with the Dean, completed the withdrawal forms in the Registrar's Office, and checked out with the Finance Officer. A schedule of refunds is available from the Finance Officer. Unofficial withdrawals result in failing grades.

3.5 Class Roll. Teachers can access and print class rosters from Populi. Teachers need to take and post attendance in Populi within 24 hours of the class meeting.

3.6 Course Records. All course records are accessible through our student information system, Populi.

4.0 Academic Definitions & Disciplines

4.1 Academic Hours & Semester Credits. An academic hour is 50 minutes. A semester credit is 15 academic hours in class and an additional 15-30 hours outside of class, for a total of at least 30 academic hours per semester credit.

4.2 Attendance Requirements. Attendance will be taken at the beginning of every class period. If a student arrives late or leaves early, they are marked as "Tardy." If a student misses more than 15 minutes of a class period, they are marked as "Absent." Three "tardies" are equivalent to one "absence."

4.3 Absence Policy. When students are absent they must submit a form through the online attendance form. The campus pastor determines whether or not the absence was "excused" or "unexcused." Students are allowed one "unexcused absence" per semester credit during a course. Every additional unexcused absence will result in a student's final grade being reduced by 3%. Any student who misses more than one-third of the total classes for any course is automatically withdrawn regardless of the reason for their absences. The instructor will determine whether to issue a WP or WF based on the students' performance up to the date of the withdrawal. It is the responsibility of the student to keep track of their absences and calculate absences into their grade throughout the semester.

4.4 Course Work Load. The total course workload must follow two criteria: (1) It must be appropriate for the grade level, and (2) It must reflect the number of academic hours required for that course.

4.5 Reading Assignments. Assigned reading must take two factors into consideration: (1) They must contribute to the course objectives in some specific way, and (2) They must be seen within the overall context of the appropriate workload for that course. Most students read between 250 and 350 words per minute. The average number of words per page of a reading assignment will then determine how much reading can be assigned.

4.6 Writing Assignments. Assigned papers may take a variety of forms:

- Simple reports, requiring a minimal amount of technical writing expertise.
- Personal essays, requiring a somewhat higher level of writing ability.
- Formal papers, asking for varying degrees of research, technical writing ability and technical formatting requirements.

Required writing assignments must consider: (1) The level of writing being asked for, (2) How the assignment contributes to course objectives, (3) The amount of time required for both researching and writing, and (4) How it fits into the overall work load for the course.

4.7 Academic Honesty. The following is an excerpt from the student handbook regarding academic honesty:

The Bible is clear concerning the need for honesty and integrity in all things. This certainly applies to students preparing for ministry. Honesty and integrity are essential for learning and accomplishing your educational goals. Since dishonesty moves you out of the realm of reality it becomes impossible to know if you're really learning. Academic dishonesty involves things such as:

1. Plagiarism, which is claiming the work of others as your own without specific acknowledgment. Making minor changes in wording does not make the work your own. No written assignment should quote another source without appropriately documenting that source.
2. Submission of a paper that is primarily a compilation of the works of others. Over half the words in any paper must be the words of the student writing the paper.
3. Collaboration (e.g. writing a paper with someone else so that the resulting paper is not the product of the person turning it in) unless specifically allowed by the instructor. Unless noted on the course syllabus a student should assume that the required work is meant to represent their own efforts written in their words alone.
4. Submission of the same, or essentially the same, work to more than one course without prior consent of the instructors involved.
5. Submission of work completed earlier as new work.
6. Submission of work as your own which has been significantly edited by another person.
7. Allowing another student to use your work for his/her assignment or helping another student in any way to be dishonest.
8. Giving or receiving unauthorized test information prior to the exam.
9. Using unauthorized sources for answers during an exam.

Academic dishonesty is a serious matter as it violates the student's commitment to real learning and destroys academic trust. The consequences may range from a failing grade for the assignment or exam, a lowered course grade, a loss of course credit, to dismissal from school. A student's coming forward to clear their conscience may lighten the level of consequence. When a faculty member becomes aware of possible academic dishonesty, they are asked to consult with the Dean to consider appropriate action.

4.8 Examinations. Appropriate review opportunities are provided by course examinations. Therefore, questions asked must focus on the main points clearly made in class. Reviewing for an exam should allow the student to reinforce important areas learned. Exam questions can be more objective (True/False, multiple choice, matching, lists, etc.) or may be short answer and/or essay questions. The number of total points assigned to an exam should reflect the amount of time required to review and take it.

5.0 Class Management

5.1 Course Syllabus & Outline. The course syllabus is the teacher's "contract" with the students. It should clearly delineate all elements of the course and then be consistently adhered to. The syllabus should include the following components:

- **Course Description.** A brief summary of the contents of the course.
- **Course Objectives.** The goals for the course, including desired outcomes.
- **Required Texts.** A list of the textbooks required for the course.
- **Course Requirements.** A complete list of all the assignments and exams required for the course, including a detailed description of everything the teacher will be looking for when grading the assignment.
- **Grading.** A list of the assignments and exams with an indication of what percentage of the final grade each will be worth. A late grade policy must be included, i.e. will late work be accepted, and if so, how will it affect the grade for the assignment (see 5.4).
- **Course Outline.** A summary list of course topics, assignments, and due dates.
- **Policy Statements.** Policies relating to absences, plagiarism, late work, classroom protocol, etc., should also be included.

5.2 Classroom Protocol. Clearly establishing teacher expectations for student conduct and participation in class is essential. Here is the classroom protocol agreed upon by the faculty:

The key to effective learning in the classroom is maintaining attention. Anything that promotes consistent, active and participative attention promotes learning. Anything that distracts or takes

away from attention reduces learning. The following protocol for our classrooms is designed simply to increase attention and learning.

1. Please be on time and ready to learn by the beginning of the class period.
2. You may bring an appropriate drink with a secured lid to class but please do not bring food.
3. Do not mark the roll sheet for other students (unless you are the designated attendance taker). Please only put a check by your name with no other mark.
4. You may use your laptop computer, cell phone, or other digital device in class only for the purpose of note taking or Bible reference. These devices are generally not allowed in the back row or sides of a classroom. Please keep your cell phone silenced during class.
5. Appropriate interaction can increase learning in the classroom. However, irrelevant visiting with classmates decreases learning. Please stay focused on the topic being discussed.
6. Please do not work on assignments or study for exams during the class period.
7. Please do not leave the classroom during the class period unless it is a biological emergency. Do not leave class early, even for chapel preparation.
8. Every classroom has an optimum “zone of concentration.” To maximize learning, please do not sit on the periphery of the room unless necessary.
9. While it may be appropriate to study for an exam as a group, making and distributing copies of an exam review takes away the value of the review process.
10. Study notes should not be taken into an examination. If you are more than 15 minutes late for an exam, you will not be allowed to take it. All electronic devices are to be turned off during an exam.

5.3 The First Class. The tone for the semester is set in the first class. The course syllabus should be discussed in detail. The first class should also be the time to cast vision for the course and to convince the students of their personal need for the course contents.

5.4 Late Work Policy. This chart represents how turning in an assignment late will affect the final grade given to the work. It is based on what will happen to an assignment that would have received an “A” grade had it been turned in on the original due date. Assignments turned in on time that would have received a “B” grade or lower must be adjusted accordingly. Late work due to an excused absence must also be calculated from the time the student returns to class.

Days the assignment is late	100 level courses	200 level courses	300 level courses	400 level courses
1-7 days	B (-7 points)	C (-15 points)	C (-15 points)	D (-23 points)
8-14 days	C (-15 points)	D (-23 points)	D (-23 points)	Minus 28 points
15-21 days	D (-23 points)	Minus 28 points	Minus 28 points	Minus 35 points
22-28 days	Minus 28 points	Minus 28 points	Minus 35 points	o grade
29 or more days	Minus 28 points	Minus 28 points	o grade	o grade

5.5 International Students. A significant percentage of students at PBC are from other countries and cultures. Their expectations and participation tend to be very different from American students. An awareness of their unique needs is needed. Special help in working with international students is available upon request.

5.6 Absences & Substitutions. *If it is necessary for a teacher to miss a class, they are responsible to arrange a substitute teacher for that class and to communicate that to the class.* Canceling a class should only happen in the most extreme last minute emergencies. If you are having difficulty arranging a substitute please contact the Dean before you decide to cancel a class. Also, anything more than an isolated absence should be communicated to the Dean.

5.7 Academic Probation Students. At the beginning of the semester a list of students on academic probation will be provided from the Registrar. Please note these students in your grade book and promptly inform the Dean if you have any concerns regarding their academic performance.

6.0 Class Assessment

6.1 Grading. Faculty members are responsible to inform a student as to the effect coursework has on the student’s final grade for the course. Also, they are individually responsible for evaluating the quality of student work and assigning grades. The grading of assignments must take into consideration: (1) The grade level of the course, and (2) The specific nature of the assignment as described in the syllabus.

6.2 Grade Scale. The following is the grade scale used in all PBC courses:

- A 100-94% Superior Scholarship
- B 93-86% Above Average
- C 85-78% Average
- D 77-70% Below Average
- F Below 70% Failing

Grade	GPA
A+	4.00
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00

6.3 Grade Reporting. All grades must be reported to the Registrar after the end of the semester. The Registrar will provide specific guidelines for grade reporting. Those graduating must have their grades reported first. If there is any concern on the teacher's part that a student intending to graduate may not pass a course, it is the teacher's responsibility to notify the Registrar & Dean during the last week of school in the spring. All grades must be reported within one weeks after the end of the semester.

6.4 Grade Disputes. If a student believes that a grade for an assignment or course was inappropriate, they are directed by the handbook to discuss the matter with their instructor. If a student believes the grade is inappropriate due to issues unrelated to the quality of the work, they then may appeal in writing to the Dean. This appeal must be made in a timely manner; that is close to the time the student was notified of the grade in question. The Dean may make the final decision or refer it to the faculty, particularly if the Dean is the instructor involved. In this case the faculty's decision is final.

6.5 Withdrawals. If a student withdraws from a course before the Course Withdrawal deadline, the teacher based on work done prior to the withdrawal must report a Withdraw Passing (WP) or Withdraw Failing (WF).

6.6 Incompletes & Grade Changes. An "Incomplete" (I) may be given only in extreme cases, usually when a student will fail without it due to circumstances beyond their control. Unless the work is completed within two weeks of the end of the semester, the "I" will automatically be changed to an "F."

If a grade needs to be adjusted after it has been reported, a "Grade Change" form may be obtained in the Registrar's office and the new grade, including the reasons for changing it, reported to the Registrar.

6.7 Course Evaluations. The students will be asked to complete Course Evaluations for every class during the last week of school. After reviewing the evaluations they must be turned in to the Dean's office.