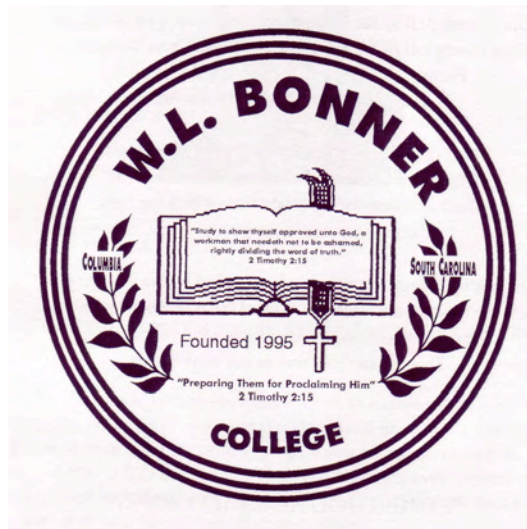


W. L. Bonner College

4430 Argent Court
Columbia, SC 29203
Phone (803) 754-3950
Fax (803) 754-9700



Faculty Handbook

2012-2015

COLLEGE STATEMENT OF NONDISCRIMINATION

W. L. Bonner College does not discriminate in admissions on the basis of religion, race, sex, national origin or ethnic group, age or disability, marital status, military or creed. In addition, W. L. Bonner College does not discriminate in employment on the basis of race, sex, national origin or ethnic group, age or disability. In compliance with Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, WLBC offers access and equal opportunity in its admissions policies, academic programs and services and employment. Any discourse of joking, which may imply discriminatory overtones, is discouraged.

College Statement of Mission and Purpose

The mission of W. L. Bonner College is to equip and empower students with Christian values that are reflected in the Holy Scriptures, preparing them for service to the Church and community, through biblical instruction, ministry and vocational training, and general education in the context of the Apostolic-Pentecostal tradition.

College Goals

1. Prepare ministers, teachers, missionaries and lay persons to teach the principles of the Holy Scriptures, bringing glory to God at home and abroad;
2. Provide a setting for persons to develop and cultivate the critical and creative intellectual skills which are requisite for successful academic performance;
3. Provide opportunities for students to develop general competencies necessary for earning a livelihood and functioning in society as productive citizens;
4. Challenge students to embrace the interconnectedness between good moral and spiritual values and rigorous intellectual discipline;
5. Create a nurturing environment that encourages students to perfect their spiritual gifts and talents, thus becoming good examples of true Christian spirituality and character;
6. Foster an environment which is conducive for the social and cultural development of all students, through extensive in-class and out-of-class activities;
7. Promote the wholesome qualities and values of the Apostolic-Pentecostal tradition in American religion, assisting students in comprehending the meaning and purpose of the Pentecostal experience as described in Acts 1-2, so that all may live a victorious Christian life.

College Educational Objectives

1. Students will bring glory to God to the ends of the earth through effective missions and evangelism strategies, teaching and preaching the Gospel of Jesus Christ, and witnessing of His saving grace and power.
2. Students will exhibit competence in defining and explaining the biblical and theological basis for all Bible-theology related courses.
3. Students will gain access to individuals in public and private sectors, acquiring ministry opportunities through employment as teachers, social workers, counselors and mentors;
4. Students will demonstrate life transformation and Christ-likeness through commitment and diligence through the study of God's Word, motivating others to think critically regarding its interpretation and meaning, and living a life that is reflective of the institution's core values;

5. Students will become good stewards of their talents and resources, building positive relationships with family and peers, utilizing their time well in serving God, family and others, and caring for the hurt and needy;
6. Students will build effective relationships with those who differ in ethnicity, age, gender and social strata, as they develop an appreciation for diversity;
7. Students will show sensitivity and reliance upon the Holy Spirit for direction in spiritual, personal and professional matters, demonstrating the fulfillment of promises communicated by Christ in the Gospels, that the Comforter, which is the Holy Spirit, would lead and guide us into truth and understanding.

College Statement of Core Values

1. *Bible-Centered Position*—the Bible is the primary source for guidance in developing course syllabi. Truth is absolute and unchanging. Scripture is inspired (God breathed), inerrant and plenary. The Bible is integrated throughout all of curriculum so that students understand the interconnectedness between moral and spiritual values and rigorous academic discipline.
2. *Godly Leadership*—the institution’s leaders are in tune to the leading of the Holy Spirit as it seeks to hire capable and qualified personnel who embrace the mission and purpose of the institution. Administrators, faculty and staff are the living curriculum as they seek to integrate Scripture into all aspects of their lives.
3. *Commitment to Prayer*—the institution views prayer as a necessary component of its mission and purpose. Prayer is initiated before all worship services and chapel, including Commencement Exercises.
4. *Building Strong Relationships and Fellowship*—the college seeks to build and maintain effective relationships and strong families through its Pastoral Ministries and Women’s Ministries programs, in particular.
5. *Institutional Effectiveness*— since accreditation is a journey rather than a destination, the College continually evaluates its performance through quantitative and qualitative methods of assessment.
6. *Financial Responsibility*—the institution seeks to become good stewards of all its resources through servant leadership, responsibility in fiscal and time management.
7. *World Evangelization*—through missions and evangelism programs and studies, students are encouraged to share the Good News both home and abroad.

College Facilities

W. L. Bonner College is located in the Eau Claire section of Columbia, South Carolina. This location makes it very convenient to Interstates 77, 26 and 20, only five minutes away. The College's campus is comprised of Refuge Temple Church, Family Life Center, Counseling Office, Lake Refuge, WLBC Dormitory, two faculty houses, and Adult Community Complex.

College Accreditation

W. L. Bonner College became a Candidate for accreditation with the International Christian Accrediting Association (ICAA) in July of 1998. In January of 1999, the ICAA Executive Committee for Bible Schools met and approved WLBC for the "fast track" status, which placed the College at the Provisional level. The institution was fully accredited by the International Christian Accrediting Association (ICAA) in July of 1999.

In January 2000, The Association for Biblical Higher Education (ABHE), formerly the Accrediting Association of Bible Colleges (AABC), accepted WLBC at the pre-applicant level.

As a church related school WLBC is exempted from all of the State of South Carolina legislation governing colleges and universities.

College Denominational Relationships

W. L. Bonner College is affiliated with the Church of Our Lord Jesus Christ, whose headquarters is located in New York City. The Organization was founded in 1919, having established supporting churches throughout the United States and other foreign countries.

College Statement of Faith

W. L. Bonner College has no official creed, yet our vocation and ministry emerges out of the historical and theological vision of The Church of our Lord Jesus Christ of the Apostolic Faith, Inc. In keeping with this denominational connection, our theological perspectives are strongly rooted in the Holy Bible, the WORD of God. It is the first and final rule of faith and morals. Moreover, we are products of the evangelical witness of the Apostolic Pentecostal tradition in America. As such, we affirm the Oneness of God who has made Himself known as

“Father in Creation”, “Son in Redemption”, and “Holy Spirit” who regenerates and infills the believer and superintends the body of Christ. Furthermore, we affirm the Incarnation, the Virgin Birth of our Saviour, the death, burial and resurrection of the Lord Jesus Christ, the Second Coming of our Lord Jesus Christ, the Pentecostal experience of the infilling of the Holy Spirit with speaking in tongues, and the Charismata as set forth in I Corinthians Chapter 12. We believe that living a holy life is a biblical mandate.

Governance and Administration

BOARD OF DIRECTORS

- **Responsibilities**

The Board of Trustees shall have general supervision over and be vested with the conduct of the College. It shall have the authority and responsibility to:

1. Determine the educational curriculum and program of the College consistent with the programmatic mission of the institution;
2. Appoint and fix the compensation and term of a President of the College, who shall be an ex-officio member of the Board of Trustees;
3. Appoint, upon the nomination of the President, members of the administrative and teaching staff and fix their compensation and terms of employment.
4. Appoint other officers, agents, and employees, as may be required, to carry out the provisions of this act and fix and determine their qualifications, duties and compensation, terms of office and all other conditions and terms of employment and retention;
5. Fix and determine tuition rates and other fees to be paid by students;
6. Grant diplomas, certificates or degrees;
7. Enter into contracts and agreements with the State or any of its political subdivisions or with the United States, or with any public body, department or other agency of the county, State, or United States, or with any individual, firm or corporation, which is deemed necessary or advisable by the Board.
8. Accept from any government or governmental department, agency, or other public or private body or from any other source grants or contributions of money or property, with the Board of Trustees may use for its purpose.
9. Acquire (by gift, purchase, condemnation or otherwise), own, lease, use and operate property, whether real, personal or mixed, or any interest therein, which is necessary or desirable for College purposes;
10. Determine that any property owned by the College is not longer necessary for College purposes and to sell the same at such price and in such manner and upon such terms and conditions as shall be established by the Board.
11. Exercise the right of eminent domain;
12. Make and promulgate such rules and regulations deemed necessary and proper for the administration and operation of the College.
13. Exercise all other powers which may be reasonably necessary or incidental to establishment, maintenance and operation of the College.

W. L. Bonner College Governance and Administration

President and Founder

Bishop W. L. Bonner

Board Chairperson

Dr. Celeste Ashe-Johnson

College Dean, Chief Executive Officer

Ms. Elaine McQueen

Board Secretary

Mrs. Dawn-Mills Campbell

Director/Enrollment Management/College Registrar

Mrs. Sannie M. Wright

Board Treasurer/Finance Chair

Elder Scott A. Crowell

Manager/Financial Aid/Student Services

Ms. Natacha Davis

Board Academic Affairs Committee Chair

Mrs. Elizabeth Ross Eason

Admissions Counselor/Admin.

Ms. Jean Snipe

Board Marketing/Technology Committee Chair

Bishop Clarence Groover

Chief Fiscal Officer

Vacant

Board Student Affairs Committee Chair

Dr. Melvin Bullock, Sr.

Fiscal Assistant

Ms. Gladiola Miller

Board Church Relations Committee Chair

Dr. Mary Edith Ivey, Co-Chair

Director of Development

Bishop Fred Rubin

Board Church Relations Committee Chair

Elder William Smith, Co-Chair

College Librarian

Mrs. Carol Rossi

Board Associate

City Councilman Sam Davis

Library Circulations Manager

Mrs. Denise Smith

Board Associate

Apostle Herbert Edwards, Sr.

Computer Help Desk Manager

Brother Wilson Bernard

Board Associate

Apostle Walter L. Jackson

Food Services Coordinator

Mrs. Theresa Eddy

Board Associate

Pastor Charles Pollock

Housing Coordinator

Ms. Doris Brown

Board Associate

Mrs. Ida Williams Thompson

Janitorial/Maintenance Attendant

Mr. Vincent Jenkins

Board Associate

Dr. Kelvin J. Wiley, MD

**Constitution
of the
W. L. Bonner College
Columbia, South Carolina**

**ARTICLE I
Name**

The name of the College shall be W. L. Bonner College.

ARTICLE II - MISSION, GOALS, AND OBJECTIVES

Section 1. Mission

The W. L. Bonner College was founded upon the fiery passion and vision of the charismatic leader and Chief Apostle of the Church of Our Lord Jesus Christ of the Apostolic Faith, Inc., Bishop William Lee Bonner, to prepare and equip ministers and missionaries for perpetuation of the Biblical teachings and traditions of the Apostles of our Lord Jesus Christ.

The W. L. Bonner College takes honor in being a college of the Pentecostal-Apostolic tradition that seeks to develop individuals holistically by caring for the spiritual, intellectual, emotional, and physical life of the person. This tradition promotes a Pentecostal-Apostolic intellectual life, spiritual development and service to others – the true trait of followers of Jesus Christ. It seeks God in all things by affirming the teaching and doctrine of the Apostles of Jesus Christ and perpetuating the teachings and goals of the Church of Our Lord Jesus Christ of the Apostolic Faith, Inc. As part of the Pentecostal-Apostolic tradition, the W. L. Bonner College respects freedom of thought and of worship and welcome all to join in its pursuit of freedom and peace.

Section 2. Goals and Objectives

The goals and objectives of the W. L. Bonner College are to:

- Create a nurturing environment that encourages student to perfect their spiritual gifts and talents thus becoming good examples of true Christian spirituality;
- Prepare ministers, teachers, missionaries, and lay persons to understand and teach the principles of the Holy scriptures;
- Challenge students to embrace the interconnectedness between good moral and spiritual values and rigorous intellectual discipline;
- Provide a setting for persons to develop and cultivate the critical and creative intellectual skills, which are requisite for successful academic performance;
- Foster an environment that is conducive for the social and cultural development of all students, through extensive in-class and out-of-class activities;
- Provide opportunities for students to develop general competencies necessary for earning a livelihood and functioning in society as productive citizens;
- Prepare individuals for service in Christian churches, community development, local and foreign missions, irrespective of their denominational affiliation;
- Promote the wholesome qualities and values of the Apostolic, Pentecostal traditions in American religion both for our students and in society; and

- Help all students and interested persons to comprehend the meaning and purpose of the Pentecostal experience.

ARTICLE III – STATEMENT OF FAITH

We embrace and hold firm the teachings of the Church of Our Lord Jesus Christ of the Apostolic Faith, Inc., as more fully stated in its “The Discipline Book.”

We affirm the Oneness of God who has made Himself known as Father in Creation, Son in Redemption, and Holy Spirit who regenerates and infills the believer and superintends the body of Christ.

We affirm the Incarnation, the Virgin Birth of our Savior, the death, burial, and resurrection of the Lord Jesus Christ, the Second Coming of Our Lord Jesus Christ, the Pentecostal experience of the infilling of the Holy Spirit with speaking in tongues, and the Charismata as set forth in I Corinthians, Chapter 12. We believe that living a holy life is a Biblical mandate.

ARTICLE IV – GOVERNANCE

Section 1. The Board of Directors

The Board of Directors shall consist of 21 directors, 10 members-at-large and six public members elected by the Board, including the Executive Committee.

- a. The Executive Committee - The Executive Committee of the College shall be the president, chair, vice chair, and secretary.
- b. Terms of Office – The chair and vice chair shall serve a three-year term. The secretary will serve a four-year term. The secretary shall not succeed himself or herself on the Board. The chair and secretary shall be elected in different years. The members-at-large and public members shall hold office for three years or until his or her successors are selected and qualified. Public members may not serve more than two consecutive three-year terms. A period of one year must elapse before public representatives are eligible for a new term on the Board.
- c. Members-at-large –. Members-at-large are to be elected each year for staggered three-year terms.
- d. Treasurer – A treasurer shall be appointed to serve a term of four years by the Board of Directors from among its members and shall be a part of the

ARTICLE V – PRESIDENT

The Board of Directors shall appoint the President. The President is answerable to and can be removed by the Board of Directors for failure to abide and operate according to the policies set forth in the Constitution and Bylaws.

ARTICLE VI – REGULAR BOARD MEETINGS

Section 1. Regular Board Meetings

The Board of Directors shall meet bi-annually, the time and the place to be determined by the Board of Directors. Notifications of all regular meetings shall be made by the secretary at least 30 days in advance, by announcements at the prior meetings, or publication, or by email. A majority of the Board of Directors shall constitute a quorum for its meetings.

Section 2. Special Meetings

The Chair of the Board of Directors may call special meetings at any time, provided that the purpose of the meeting shall be stated in the notices calling the same. Such notices shall be mailed at least 30 days before the date of such meeting. The right of initiative in calling a special session shall be granted to each member of the Board. A petition for the same, stating the reasons therefore, and signed by at least one-third of the membership of the association may be filed with the secretary at any time and shall be considered sufficient reason for such a call, whereupon the Board of Directors shall call the special session, setting the time and place.

ARTICLE VII – AMENDMENTS

Amendments to the Constitution may be made at any regular meeting of the Board of Directors provided that the proposed amendment shall be submitted to the membership 60 days prior to the meeting at which it is to be considered. Those delegates present at a duly called meeting of the Board of Directors shall be considered a quorum. A two-thirds vote of all members present shall be necessary for adoption.

**By-Laws
of the
W. L. Bonner College
Columbia, South Carolina**

ARTICLE I – DENOMINATIONAL AFFILIATION AND ACCREDITATION

Section 1 – Denominational Affiliation

The W. L. Bonner College (WLBC) is affiliated with the Church of Our Lord Jesus Christ of the Apostolic Faith, Inc. (Church), a New York State Religious Corporation with offices at 2081 Adam Clayton Powell Jr. Boulevard, New York, New York. Its Board of Directors of W.L. Bonner College governs WLBC. The WLBC is a fully accredited college according to the standards of the Association for Biblical Higher Education.

ARTICLE II – BOARD OF DIRECTORS AND OFFICERS

Section 1 – Powers of the Board

Its Board of Directors shall govern the W. L. Bonner College. The Directors shall have and exercise full control in management of the affairs and business of the WLBC, consistent with the terms and provisions of the Constitution, and in accordance with the bylaws and policies established by resolution of the Board of Directors. The board possesses authority and exercises legal power to establish and review policies of the W. L. Bonner College. The Board shall assist in generating resources needed to sustain and improve the institution. The Board of Directors shall restrain from individual and/or collective involvement in institutional administration. The Board, in consultation with the President and Dean, shall have the power to approve all candidates for Honorary Degrees.

Section 2 – Board of Directors

The Board of Directors shall consist of at least 10 members with a maximum of twenty-one (21) members: 14 members-at-large and six public members. The Executive Committee and President shall be included as part of the total number of the Board of Directors.

Section 3 – Officers of the Board of Directors

- a. The Board shall elect from among its membership a chair and vice-chair for three years, a secretary for a term of four years, a treasurer to serve for a term of four years. Officers may serve two consecutive terms and rest for a year with the option for reappointment. Elections for any open office shall be held at the next regular meeting of the Board of Directors. Any sitting member of the Board of Directors, including any incumbent officer, may stand for election to any office. When a new chair is being selected, election for the office shall be prior to balloting for other offices, and any candidate for the office of chair who is not selected may run for another office.
- b. In the event of a vacancy, the Board of Directors shall appoint the President. The President shall be in charge of the fundraising activities of the WLBC and shall give overall leadership to the activities of the association in achieving its objectives and implementing its policies. The President shall follow through on actions delegated to individuals and committees for performance and shall, with the other officers, represent the association to relevant educational and government agencies.
- c. Secretary – The secretary shall serve as the recorder and keeper of the minutes with responsibilities of disseminating minutes and correspondence to Board members.
- d. Treasurer – The Board of Directors shall elect the treasurer every four years. The treasurer shall supervise the financial activities of the WLBC subject to the policies of Generally Accepted Accounting Practices.
- e. Board Chair – The board chair shall preside at all meetings of the board and of the Executive Committee. The chair is to represent the board in matters of policy and conduct of the school.
- f. Vice Chair – The vice chair shall serve on the Board of Directors as chair in the absence of the chair and carry out such responsibilities as may be delegated to him or her. In the event of a vacancy of that position for any reason, the vice chair is duly elected.

Section 4 – The Executive Committee

The executive officers of the WLBC shall be the chair, vice chair, president, treasurer, and secretary. The Executive Committee shall possess and may exercise, in accordance with the directions and policies of the Board of Directors, all the powers of the Board of Directors in the management and control of the business of the WLBC. All action taken by the executive committee shall be reported to the Board of Directors at its first meeting thereafter, and shall be subject to ratification, revision, or rescission by vote of the Board. The Executive Committee shall keep a written report of all action taken by it.

Section 5 – Terms of Office

- a. Directors shall be elected to a term of three years. The term of the directors shall be staggered so that one-third (1/3) of the positions shall expire each year.

- b. If any member of the Board of Directors is elected to serve as an officer of the Board for a term which would extend beyond his or her three-year term, the members' term as a member of the Board of Directors shall be automatically extended to encompass the term as an officer. All terms for officers of the Board shall begin on the day after Commencement and shall extend until new officers are installed. Re-appointments are allowed.

Section 6 – Removal of Board Members

A Director may be removed for cause. Any director who misses two (2) consecutive meetings without excuse will be contacted by the Secretary and asked about his or her willingness to continue serving on the Board. A third absence will lead to termination from the Board.

Section 7 – Nomination and Election

- a. Nomination - A nominating committee shall be appointed by the Board of Directors and shall submit a slate for each office to be filled, except for the six public members who are appointed by the Board of Directors. The nominating committee shall assure that the final board composition will be in accord with the Board policy regarding the nominating committee.
- b. Election - These, with any other names nominated from the floor, shall be voted upon until a candidate receives a majority vote, which shall constitute an election. The entire Board of Directors shall elect officers.
- c. Board Orientation/Evaluation - Orientation for newly appointed Board members will be conducted during the annual planning and development board meeting. All Board members will conduct a self-evaluation and sign a statement of commitment during the annual planning and development meeting in May.

ARTICLE III – MEETINGS

Section 1. Regular Board Meetings

The Board of Directors shall meet at least once quarterly, the time and place to be determined by the Board of Directors. Notification of all regular meetings shall be made by the secretary at least 10 days in advance, by announcements at the prior meetings, or by email. A majority of the Board of Directors shall constitute a quorum for its meetings.

Section 2. Special Meetings

The Board Chair may call special meetings at any time, if the purpose of the meeting shall be stated in the notices calling the same. Such notices shall be mailed at least 10 days before the date of such meeting. The right of initiative in calling a special session shall be granted each member of the Board. A petition for the same, stating the reasons therefore, and signed by at least one third of the membership of the association may be filed with the secretary at any time and shall be considered sufficient reason for such a call, whereupon the Board of Directors shall call the special session, setting the time and place. The college will have recourse with factual errors.

ARTICLE IV – COMMITTEES

Section 1 – Committees of the Board of Directors

The Board of Directors shall elect from its members the following standing committees: Executive, Finance, Academic Affairs, and Nominating committees and such other standing committees that the Board shall deem necessary.

Section 2 – Other Committees

Special and ad hoc committees of the Board of Directors shall be appointed by the Board Chair as deemed necessary. Staff members may serve as members of these ad hoc committees.

Section 3 – Size of Committees

The Board of Directors shall determine the size of all special committees.

ARTICLE V – THE DEAN-CEO

The Board of Directors, in consultation with the President of the WLBC shall elect the Dean-CEO of the W. L Bonner College. The Dean-CEO shall be the chief executive officer of the College and will report directly to the President and the Board of Directors. The Dean-CEO shall make all decisions pertaining to the academic, fiscal, and extra-curricular activities of the College and shall appoint all other administrative officers in the College. The Dean may be removed at the discretion of the Board, providing there is a three-fourths majority vote of the full Board of Directors. The Dean-CEO shall be removed for failure to abide by the laws of and rules of the W. L. Bonner College, the Association for Biblical Higher Education and/or for violating the College's statement of faith.

ARTICLE VI – STUDENTS

The W. L. Bonner College shall admit students regardless of race, creed, class or social background. Admissions to degree-status curriculum will be limited to persons with high school degrees or their equivalents. Students shall have all of the rights and privileges of membership in the student body of the W. L. Bonner College. Disciplinary actions for students will be done in accordance with the Student Handbook.

ARTICLE VII – FACULTY

Section 1 – Qualifications

The faculty shall consist of competent, mature persons of Christian character who have professional skill in teaching and meet the standards set forth by the Association of Biblical Higher Education. Every teacher shall have intelligent appreciation of the distinctive goals and processes of Bible college education. The faculty member shall have a Biblical philosophy of education with knowledge from his or her special field is integrated with the Christian faith.

Section 2 – Responsibilities

Faculty members shall be responsible to the President through the Dean-CEO.

- They shall demonstrate exemplary Christian lives giving evidence of competent Christian scholarship by keeping abreast of contemporary developments in the academic work at large and in their particular teaching fields.
- They shall be diligent as Christian teachers with respect to subject content and teaching methods and be faithful in discharging such duties as may be assigned to them.

Section 3 – Salaries

The salaries of members of the faculty shall be determined in the light of prevailing economic conditions and in conformance to a scale of salaries approved by the Board of Directors.

Section 4 – Appointment

Faculty members shall be appointed by the authority of the Board recommendation or appointment of the President working in cooperation with the Dean-CEO.

Section 5 – Faculty Handbook

Specific details concerning faculty responsibilities, procedure committees, in-service training, etc. shall be given in a Faculty Handbook, this to be maintained by the faculty of the College and ratified by the Board of Directors.

ARTICLE VIII – CONDUCT OF MEETINGS AND BUSINESS

Section 1 – Robert’s Rule of Order

Robert’s Rule of Order shall be the basic model for meetings in all cases.

ARTICLE IX – FISCAL YEAR

Section 1 – Fiscal Year

The fiscal year of the Institution shall commence on the first day of July and end on the last day of June the following year.

ARTICLE X – LIABILITY

Section 1 – Liability

Any person who at any time serves or has served as a director, officer, employee, or agent of the institution shall have a right to be fully indemnified by the College against a) reasonable expenses, including attorneys’ fees, actually and necessarily incurred by such person in connection with any threatened, pending, or completed action, suit or proceedings, whether civil, criminal, administrative or investigative, seeking to hold such person liable by reason or fact that such person is or was acting in such capacity, and b) reasonable payments made by such person in satisfaction of any judgment, money decree, fine, penalty, or settlement for which such person may have become liable in any such action, suit, or proceeding; provided that any such person shall not have such right of indemnification by the institution if such person was engaged in willful, wanton, immoral, criminal or dishonest conduct involving moral turpitude, as determined by the Board of Directors in any such situation, in connection with the conduct or activity giving rise to such action, suit, or proceeding. The directors of the institution shall take such action as may be necessary and appropriate to authorize the institution to pay

the indemnification required by this bylaw, including without limitation, to the extent needed, making a good faith determination as to entitlement hereunder to such indemnification and of the reasonable amount of indemnity due such person.

ARTICLE XI – AMENDMENT

Section 1 – Amendment

These bylaws may be amended by a majority vote at any duly called meeting of the Board of Directors. All proposed amendments must be in writing, reviewed, and recommended by the Board's Executive Committee. A copy of the proposed amendment must be distributed to each director 10 days prior to the meeting; and the proposed item must be placed on the Board meeting agenda with the notice that such amendment will be considered at the meeting.

ARTICLE XII – DISSOLUTION

The W. L. Bonner College exists as a denominational affiliation of the Church of Our Lord Jesus Christ of the Apostolic Faith, Inc. and operates primarily for its benefit. In the event of dissolution, after satisfaction of all legal obligations, any remaining assets shall be liquidated and resulting monies distributed to the Church of Our Lord Jesus Christ of the Apostolic Faith, Inc. according to law.

Academic Divisions/Department Chairpersons

The academic divisions are responsible for all academic activities such as curriculum development, program development and faculty development. All these facets are under the leadership of the Dean.

Faculty and Faculty Associations

Preamble

Members of the faculty are the bedrock of the institution. Without their cooperation and expertise, little can happen. The faculty of W. L. Bonner College, desiring to declare their common and mutual cooperation in promoting the founding purposes of the College and its moral and historic values of mind and spirit, to inscribe and promote professional expectations and responsibilities, and to provide the structure and mechanisms by which the faculty is to organize and carry out its institutional powers, duties, and responsibilities, do agree to the following:

The Faculty

Members of the faculty are those persons holding the rank of professor, associate professor, assistant professor, or instructor.

Purposes

The purposes of the faculty shall be:

1. To engage in teaching, maintain proficiency in instruction, and participate in curricular design and implementation.
2. To be a voice for the academic community.
3. To ascertain, consider, evaluate, and act upon jurisdictional issues, questions, cases, matters, proposals, plans, and actions concerning the faculty.
4. To initiate, to elect members to, and to determine responsibilities of committees of the faculty.
5. To initiate proposals for constructive change within its jurisdiction.
6. To concern itself with and to contribute to, the development of a College based upon excellence in all respects.
7. To support and creatively advance policies of sound education, fair and just administration, prudent fiscal management, and Christian growth.
8. To foster, encourage, and facilitate communication within the College community.

Relationships of Authority

1. W. L. Bonner College is an institution of the Church of Our Lord Jesus Christ with headquarters in New York City. The final authority for determining the nature, structure, and policies of the College resides in the Board of Trustees. The Dean is the chief academic officer.
2. The faculty has primary responsibility for such fundamental areas as curriculum, subject matter of courses, method of instruction, research, and certain aspects of student life that relate to the educational process.
3. The faculty as a whole exercises those responsibilities, which are included under its College-wide jurisdiction, and the faculties of the various academic departments exercise those responsibilities which are included under their departmental jurisdictions.

Jurisdiction

1. The faculty as a whole acts to develop and modify as needed:
 - a. College curriculum, including course offerings, new courses, requirements for majors, general studies, professional preparation, credentials, certificates, and graduation requirements.
 - b. Procedures regarding academic advising.
 - c. Grading system and standards for evaluation of student performance.
2. The faculty as a whole approves all candidates for academic and professional degrees.
3. The faculty through its committees:
 - a. Acts on admission requests, disqualifications, and appeals from students arising from academic suspension or dismissal.
 - b. Acts on requests from undergraduate and graduate students for variances from standard academic policies.
 - c. Acts on requests for admission to designated.
4. The faculty as individuals have jurisdiction, consistent with institutional policy, over:
 - a. Advising students assigned to them on their academic programs.
 - b. Selection of required course materials.
 - c. Establishing appropriate examination sequences for each course, constructing the exams, and insuring honesty in the taking of the exams.
 - d. The assignment of grades for each student officially enrolled in his/her class.
5. The faculty as professionals provide advice and make recommendations through departments and the standing committee structure on:
 - a. Academic calendar.
 - b. Campus religious and social life.
 - c. Faculty rank, promotion, and tenure.
 - d. Professional development programs.
 - e. Salaries, salary policies, and benefits.
 - f. Departmental budgets, programs, personnel, and policies.
 - g. Library and learning resource policies and budgets.
 - h. Admissions and retention policies.

Qualifications For Faculty Appointments

In decisions about initial faculty appointments, a faculty candidate is expected to be a person who is committed to the mission of W. L. Bonner College, articulates a personal Christian faith, possesses excellent academic qualifications, superior teaching skills, active scholarship and service. These qualities are also necessary for continued employment, and are outlined in detail in the following descriptions.

1. Commitment to the mission of W. L. Bonner College:

- a) A vital commitment to and personal embodiment of those spiritual and ethical ideals of Christian holiness;
- b) Intellectual qualities of honesty and integrity;
- c) Emotional control and maturity that commands respect;
- d) Physical energy sufficient to meet the demands of effective teaching;
- e) Poise, and social ease sufficiently apparent to demonstrate and commend their value to students;
- f) Commitment to lifestyle expectations of the College

- g) Documentation required: personal statement of faith and commitment to teaching at a Christian college; personal references.

2. Academic qualifications:

- a) Possess an earned doctorate in the teaching field from a reputable graduate institution of higher education; or
- b) Possess an earned Masters level graduate degree and be working on a doctorate in the teaching field; or,
- c) Depending on the teaching field and the availability of doctoral prepared faculty members in the field,
- d) Possess an earned Masters level graduate degree in the teaching field with demonstrated professional experience and/or plans to pursue a doctoral degree.

Documentation required: curriculum vita, all graduate transcripts.

3. Ability as a teacher:

- a) A love of truth and deep personal commitment to its discovery by all legitimate means;
- b) A capacity to stimulate student interest and participation in learning
- c) the ability to organize subject matter in teaching, and to use valid and reliable methods of evaluation;
- d) The ability to inspire students to undertake graduate study and secure advanced degrees;
- e) The ability to prepare students to do well on nationwide achievement tests and civil service examinations, and to occupy positions of responsibility and trust with competence and confidence.

Documentation required: sample teaching materials and teaching evaluations; personal references.

4. Knowledge and scholarship:

- a) A serious effort to remain current in the area of major instruction;
- b) A vital interest in some type of creative work such as research and writing in the area of academic competence;
- c) Membership in and service to appropriate professional groups
- d) Travel experiences designed to enhance professional competence.

Documentation required: curriculum vita; evidence of scholarly work and/or professional involvements; personal references.

5. Relationships in the College:

- a) Respect for each student and fair impartial dealings with all;
- b) Regard for advising as a function of teaching and giving of a reasonable amount of time to it;
- c) Acknowledgment of merit in the achievements of colleagues and worthy efforts to exalt the dignity and value of the teaching profession;
- d) Honorable relations with colleagues, regardless of differences of opinion;
- e) Acknowledgment of the importance, responsibility, and validity of the executive function as reflected in the organizational structure of the institution; and
- f) Loyal support to the fundamental purposes of the College.

Demonstrated through: personal references and personal interview.

6. Social and religious responsibilities:

- a) Contributions, through speaking, individual and group counseling, writing or other means, to the solution of social and ethical problems on the campus and in the community;
- b) Acceptance of responsibility for leading students into a vital Christian experience and a full commitment to God's will for their lives;
- c) Aiding through all interpersonal relationships in the achievement of the unique spiritual and denominational aims of the College; and
- d) Communicating to students a profound sense of Christian vocation as regards the ministry, missionary service, and all areas of worthy service open by laity.

Demonstrated through: personal statements (College application); personal references and personal interview.

Meetings Of The Faculty

Faculty Meetings

1. Regular meeting times of the faculty shall be established by the voting members of the faculty.
2. Special meetings of the faculty may be called at the discretion of the President or Dean.
3. Attendance and voting privileges shall be extended to all members of the faculty and to professionals with faculty franchise.
4. The Dean shall preside at regular meetings of the faculty. In the absence of the Dean, a chair pro tempore shall be appointed.. Likewise, the chair of the Faculty Council shall preside when items referred by the Faculty Council are under consideration.
5. A quorum of 50% of the voting members shall be required to conduct business.
6. Action shall be by a majority of those voting at a meeting at which a quorum is present.
7. Meetings of the faculty shall be governed by the rules contained in the most recent edition of *Robert's Rules of Order, Newly Revised*.

Officers of the Faculty Meetings

1. There shall be three officers of the faculty: the President, Provost and chair of the Faculty Council, all of whom may serve as chair of Faculty Meetings.
2. All officers shall retain their voting privileges.
3. A Secretary shall be elected for the following academic year during the preceding spring semester.

Faculty Association

Faculty Council

1. The faculty shall annually elect a Faculty Council, and its chair and vice chair.
2. The primary functions of the Council are to ascertain the concerns of the faculty and to develop programs of improvement at the direction of the faculty. The Council serves as an informational body, to which any faculty member may bring issues of interest. The Council formulates recommendations or brings issues of interest to the faculty meetings for discussion and appropriate action. The Council reflects, when necessary, general faculty opinion on behalf of the faculty on such issues as faculty compensation, evaluation, social activities, and spiritual vitality. The Council also acts on behalf of the

faculty in communicating matters of faculty concern to the Board of Trustees through its representative to the Board.

3. The chair of the Faculty Council shall preside in the faculty meetings when matters under consideration are being referred to the faculty from the Council.

The chair of the Faculty Council shall function ex officio as one of the faculty representatives to the Board of Trustees.

Academic Affairs and Academic Standing Committees

ACADEMIC AFFAIRS

Office of Academic Affairs

Mission: The mission of Academic Affairs is to provide the institution with appropriate curricular structures and content to achieve its mission.

Goals and Objectives

- Advise student in selecting programs of study
- Assist student in developing goals that help in meeting their ministry aspirations
- Develop strategies and methods for achieving the mission and goals of the academic affairs program
- Ensure the accuracy and integrity of academic records
- Employ methods for achieving both departmental and initial goals
- Offer programs that assist students in achieving their ministry/vocational goals

Academic Standing Committees

Curriculum Committee

Mission: CCC is responsible for making recommendations regarding the following: proposals for changes in existing courses; changes in existing programs; new options to existing programs; new programs; new courses; deactivation of courses and programs from all academic departments, and other issues that relate to the curriculum.

Library Committee

- a) Membership:
 - College Dean-CEO
 - Director of Library
 - One faculty member
 - One student
 - On an ad hoc basis, such members of the library faculty or staff who may be
 - Required for a specific purpose
- b) Responsibilities:
 - To serve as a sounding board for the Director of Library in library-related matters.
 - To provide advice to the Director regarding collection development, building-related matters, staffing and programs.
 - To provide budgetary advice and support.
 - To refer items (as appropriate) to the Dean for their recommendation to the faculty.

Academic Affairs and Instruction

General Education Requirements

Teaching Load

The regular workload for faculty members is fifteen (15) contact hours per semester inclusive of release time for a total of thirty (30) contact hours of instruction each year. Every effort will be made to give you a teaching schedule for the fall and spring semesters no later than ten (10) days before the semester begins.

All schedules are tentative depending upon enrollment. Senior faculty members have priority in course selection. It is possible that you may be scheduled for evening or weekend classes.

Classroom Management

A departmental course outline determines the standards and requirements of each course. Each student should receive a course outline as well as a syllabus for each course.

Syllabus

A syllabus is a contract with your students. If changes are necessary, distribute a written copy of the changes to the students. To help you plan your syllabus, we have included the course outline format and a sample syllabus.

Classroom Behavior

If a student is chronically late or has frequent absenteeism, refer the student to a counselor.

Counseling

Counselors and certified social workers are available for personal and spiritual counseling on a limited basis. Counseling regarding interpersonal relationships, premarital concerns, housing, and other matters may be discussed in these sessions. Psychological and emotional stability is imperative for spiritual and academic achievement. Counseling and support services are established for those students who demonstrate emotional deficiencies and weaknesses.

Activities And Office Hours

Monday-Friday

9:00 A.M. – 6:00 P.M.

Policies and Procedures

Academic Freedom

1. As an institution of higher learning, W. L. Bonner College exists to advance the work of Christ and His church, to seek the truth, and to promote the common good. To further these ends, the College affirms the centrality of freedom of thought and expression in liberal education. Academic freedom is essential to the faculty's primary tasks; it promotes and protects faculty rights of inquiry and expression as they perform their duties as scholars and educators, as well as ensuring students' freedom to learn. Thus, the faculty, within the framework of and in accord with the Articles of Faith, are entitled to the rights and privileges and bear the obligations of academic freedom.
2. W. L. Bonner College and its faculty accept and abide by the following:
 - a. Faculty are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; however, research conducted solely for pecuniary return, when the faculty member is under full-time contract with the College, should be based upon a written understanding with the authorities of the College
 - b. Faculty are entitled to freedom in the classroom in discussing their subject, but they should be careful not to make the classroom a vehicle for a personal agenda that is not integral with the discipline or the liberal arts curriculum.
 - c. Intentional, substantive denial of the Articles of Faith constitutes a violation of contract; in the event that such violations are alleged, the burden of proof rests with those bringing allegations. Any other qualifications of academic freedom must be clearly stated in writing at the time of the appointment.
 - d. Faculty are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline. As scholars and educational officers, they should also remember that the public may judge their profession and the College by their utterances. Hence they should be accurate, exercise appropriate restraint,

respect the opinions of others, and exercise care in attributing privately-held views to the College.

Copyright Regulations

Copyright Laws

Copyright laws have an important effect on the teaching and research functions of the University. In many cases the issues are not clear and over time are being settled by the courts.

Below are a few guidelines provided by recent legal rulings.

FACULTY MAY NOT:

- Make multiple copies of a work for classroom use if it has already been copied for another class in the same institution
- Make multiple copies of a short poem, article, story, or essay from the same author more than once in a semester, or make multiple copies from the same collective work or periodical issue more than three times a semester
- Make multiple copies of works more than nine times in the same semester
- Make a copy of works to take the place of an anthology
- Make a copy of consumable materials, such as workbooks

FACULTY MAY:

- Make a single copy for use in scholarly research, or in teaching, or in preparation for teaching a class, of the following:
 - A chapter from a book
 - An article from a periodical or newspaper
 - A short story, short essay, or short poem, whether or not from a collected work
 - A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper
- Make multiple copies for classroom use only, and not to exceed one per student in a class, of the following:
 - A complete poem, if it is less than 250 words and printed on not more than two pages
 - An excerpt from a longer poem, if it is less than 250 words
 - A complete article, story, or essay, if it is less than 2,500 words
 - An excerpt from a prose work, if it is less than 1,000 words or 10 percent of the work, whichever is less
 - One chart, graph, diagram, drawing, cartoon, or picture per book or periodical

Computer and Internet Use Policy

A computer lab is available for students taking CPT 101 and also for use in completing homework assignments (term papers, essays, etc.)

Grading Policy

All grades are permanently recorded on students' academic transcripts and become a part of their scholastic record. An unsatisfactory grade ("D" or "F") in a course must remain on the transcript and is used in calculation of the students' grade point ratio. However, if students

repeat a course, the new grade replaces the unsatisfactory grade for GPR calculations, but both grades remain in a permanent part of the student's transcript.

Grade reports are mailed to students within four weeks after the end of each term. Faculty members have a maximum of two weeks after the final examinations to report course grades.

Description of current grading system

| Grade | | Explanation | Points Per Semester Hour |
|-------|----------|----------------|--------------------------|
| A | 95-100 | Excellent | 4.0 |
| A- | 91-94 | | 3.7 |
| B+ | 87-90 | | 3.3 |
| B | 82-86 | | 3.0 |
| B- | 78-81 | Good | 2.7 |
| C+ | 75-77 | | 2.3 |
| C | 72-74 | Satisfactory | 2.0 |
| D+ | 66-68 | | 1.7 |
| D | 63-65 | Passing | 1.3 |
| D- | 60-62 | | 1.0 |
| F | 59-Below | Failure | 0.0 |
| I | | Incomplete | |
| S | | Satisfactory | |
| U | | Unsatisfactory | |
| W | | Withdrawal | |

Repeat Grade Policy

When a course is repeated, all grades will be entered on the student's permanent academic record. Certain departmental requirements may limit the number of times a course may be repeated. Through the repeated course is utilized in assessing student's academic progress, the original grade will also remain a part of the student's permanent academic transcript.

Course Withdrawal

If it is necessary for a student to drop a course after classes have begun, the necessary procedures must be followed. An Add/Drop form must be obtained from the Office of the Registrar, and authorization must be obtained from the advisor. Student dropping a course beyond the course withdrawal dates are subject to receive a drop with failure (WF).

Incomplete Work

All work required in a course is due by the end of the term. Incomplete grades ("I") are given only when emergencies or physical difficulties prevent student from completing their work. Any course work incomplete at the end of the term may be made up only at the discretion of the instructor and in accordance with his or her instructions. A grade penalty may be assessed even though the student is allowed to make up the work. Any grade of "I" (Incomplete) must be removed within ninety (90) days following the end of the term or the grade automatically becomes an "F".

Sexual Harassment

Sexual Harassment Policy

It is the policy of W. L. Bonner College that all employees have a right to work in an environment free from sexual harassment. College policy prohibits sexual harassment of its

employees in any form and states that all employees at all staff levels of College must avoid sexually harassing behavior at work and will held responsible for insuring that the workplace is free from sexual harassment.

Specifically, the College prohibits the following and in disciplinary action up to and including dismissal:

- Unwelcome sexual advances.
- Requests for sexual favors, whether or not accompanied by promises or threats respecting employment relationship.
- Verbal or physical conduct of a sexual nature made to any employee which may threaten or insinuate (either explicitly or implicitly) that the employee's submission to or rejection of sexual advances will, in any way, determine a superior's decision regarding employment, evaluation, wages, advancement, assigned duties, shifts and any other condition of employment or career development.
- Any verbal or physical conduct that has the purpose or effect of creating an intimidating, hostile or offensive working environment and interferes with an individual's work performance.
- Other sexual harassing conduct in the workplace, whether physical or verbal, committed by supervisors or non-supervisory personnel is also prohibited. This behavior includes, but not limited to, commentary about an individual's body, sexually degrading words to describe an individual, offensive comments, off-color language or jokes, innuendoes, and sexually suggestive objects, books, magazines, photographs, cartoons or pictures.

Employees who have complaints of sexual harassment by others at work, including any supervisors, co-employees, or visitors, are urged to report such conduct to College officials so that the College can investigate to resolve such problems. There will be no retaliation against employees for reporting sexual harassment or assisting in the investigation of a complaint. However, if, after investigating any complaint of harassment or unlawful discrimination, the College learns that the complaint is not bona fide or that it contains false information, disciplinary action will be taken against the individual who provided the false information.

Affirmative Action

- It is the policy of W. L. Bonner College not to discriminate on the basis of race, creed, color, national origin, age, marital status, sexual orientation, disability, sex, or liability for military service
- This policy applies to all terms, conditions, and privileges of student enrollment and staff employment.
- Further, the College conforms to all federal and state statutes, orders, regulations, and guidelines concerning equal opportunities.

Drug-Free Workplace Policy

In accordance with the Drug Free Schools and Communities Act Amendment of 1989, WLBC has implemented a program to prevent the use of illicit drugs and abuse of alcohol by students and employees.

College standards of conduct clearly prohibit the unlawful possession, use or distribution of illicit drugs and alcohol on college property or as part of any college activity. Sanctions up to and including expulsion, termination of college employment and referral for prosecution will be

imposed for the violation of these standards. A complete description of the applicable legal sanctions, the associated health risks of alcohol and drug abuse, and the counseling, treatment and rehabilitation programs available is for students in the WLBC Student Handbook. Employees may receive additional information from the Dean's office

Smoke-Free Facility

In the interest of health and to create a smoke-free environment, smoking in all buildings as well as the campus grounds, is expressly prohibited at WLBC in dormitories, office buildings, cafeteria, and gymnasium.

Privacy Policies

No information regarding students or employees is to be given over the telephone. Requests for information, such as letters of reference, must be made in writing and have an appropriate release signed by the individual. Keep this and a copy of your letter in your files. Request to locate a particular student must be forwarded to the Dean.

Plan of Evacuation

1. W. L. Bonner College Administrative Building/Lawson Library

There are exits located in the WLBC Administrative Building located at 4430 Argent Court. Employees, students and visitors assembled in the building at the time of emergency will exit in the following manner:

- a. Administrative Offices – employees, students are visitors assembled in the administrative offices at the time of emergency will exit through the front entrance.
- b. President’s Lecture Room-- employees, students are visitors assembled in the PLR will leave the room, turn left, exiting through the front entrance.
- c. Restrooms-- Employees, students are visitors located in the restrooms at the time of emergency will come out, turn right and exit through the side entrance, turn left and go across the street in front of the school.
- d. Administrators’ Conference Room--employees, students are visitors assembled in the offices of the Dean and/or Director of Student Affairs will take the stairway down to the RC Lawson Library, turn left and exit out the front door.
- e. Living Word Bible and Bookstore-- employees, students are visitors assembled in the LWBBS will leave the bookstore, turn right and exit out the back door.
- f. Computer Lab-- employees, students are visitors assembled in the Computer Lab at the time of emergency will leave the lab, turn left and exit through the back entrance.
- g. Classrooms 104, 106-- Employees, students are visitors located in rooms 104 and 106 at the time of emergency will leave the rooms, turn left, and exit through the back entrance.
- h. Classrooms 105, 107 --Employees, students are visitors located in rooms 105 and 107 at the time of emergency will leave the rooms, turn right, and exit through the back entrance.

2. Refuge Temple Sanctuary/Chapel

There are eight (6) exits located in the Refuge Temple Church Sanctuary and Chapel. The This site is located at 4450 Argent Court.

- a. Sanctuary – employees, members and visitors assembled in the sanctuary will exit in the following manner at the time of emergency:
 - Those seated in the first 20 pews on the right (from the front) will proceed forward on the same side and exit out of the sanctuary, turn right to take the right side entrance.
 - Those seated in the first 20 pews on the left (from the front) will proceed forward on the same side and exit out of the sanctuary, make a left turn to take the left side entrance. This group will go to the parking lot, make a left turn left and go to Argent Court, proceeding down to the end of the Street.

- Those seated in the last 20 pews on the right (from the back) will proceed to the back of the same sanctuary, remaining on the same side and exit out of the sanctuary through the front exit.
 - Those seated in the last 20 pews on the left (from the back) will proceed to the back of the sanctuary, remaining on the same side, and exit out of the sanctuary through the front entrance. This group will go to the left all the way to the end of the Street.
- b. Aides to Pastor Office-- Employees, members and visitors located in the office at the time of emergency will come out, turn left and proceed through the front exit.
 - c. Deacons' Office-- Employees, members and visitors located in the office at the time of emergency will come out, turn right and proceed through the front exit.
 - d. Assistant Pastor's Office— Employees, members and visitors located in the office at the time of emergency will come out into hallway, turn right and proceed through the left side exit.
 - e. Church Office-- Employees, members and visitors located in the office at the time of emergency will come out, turn right and proceed through the left side exit.
 - f. Prayer Room-- Employees, students are visitors located in the Prayer Room at the time of emergency will come out into the hallway, turn left and proceed through the back exit.
3. Chapel (Second Floor of Refuge Temple Church)

There are eight (2) exits located in the Chapel (Second Floor of Refuge Temple Church). This site is located at 4450 Argent Court.

- a. Baptismal Supply Room--Employees, members and visitors located in the Chapel at the time of emergency will come out, walk straight ahead, go down the stairs, and exit through the right side entrance.
- b. Wash/Laundry Room--Employees, members and visitors located in the laundry room will come out, walk straight ahead, turn left to go down the stairs, and exit through the right side entrance.
- c. Ladies Restroom--Employees, members and visitors located in the ladies' restroom will come out, turn left, go down the stairs, and exit through the right side entrance.
- d. Men's Restroom--Employees, members and visitors located in the men's restroom at the time of emergency will come out, turn right, walk straight ahead to the exit, go down stairs to the side parking lot, walk to Argent Court and go to the end of the Street.
- e. Seating Areas— Employees, members and visitors located in the seating areas at the time of emergency will walk straight ahead, turn left to take the exit going down the stairway to the parking lot, walk to Argent Court and go to the end of the Street.
- f. Dressing Rooms--Employees, members and visitors located in the dressing rooms at

the time of emergency will come out, turn right, walk straight ahead to the exit, go down stairs to the side parking lot, walk to Argent Court and go to the end of the Street.

4. WLB Family Life Center

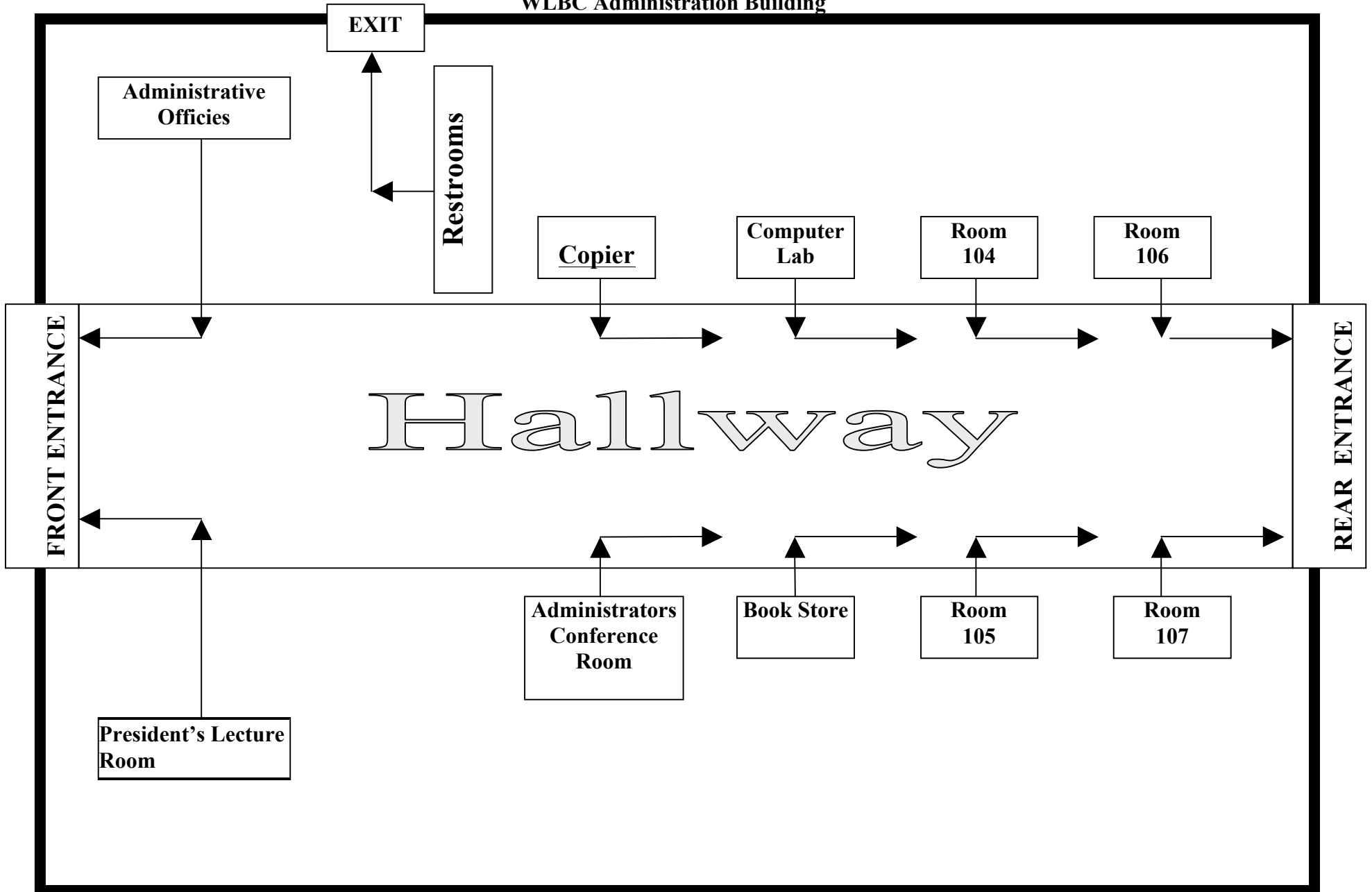
- a. Gymnasium – Individuals located in the gymnasium at the time of an emergency will exit through the side entrance (near Refuge Temple Church). If they are located near the dining area, they will exit through those ends.
- b. Skate Room --individuals located in the skate room at the time of an emergency will come out, turn right and exit through the back entrance.
- c. Kitchen--individuals located in the kitchen at the time of an emergency will come out, turn right and exit through the side entrance.
- d. Dining Room -- individuals located in the dining hall at the time of an emergency will walk to the back away from the kitchen, and exit through the back entrance.

5. Refuge Temple Retirement Center

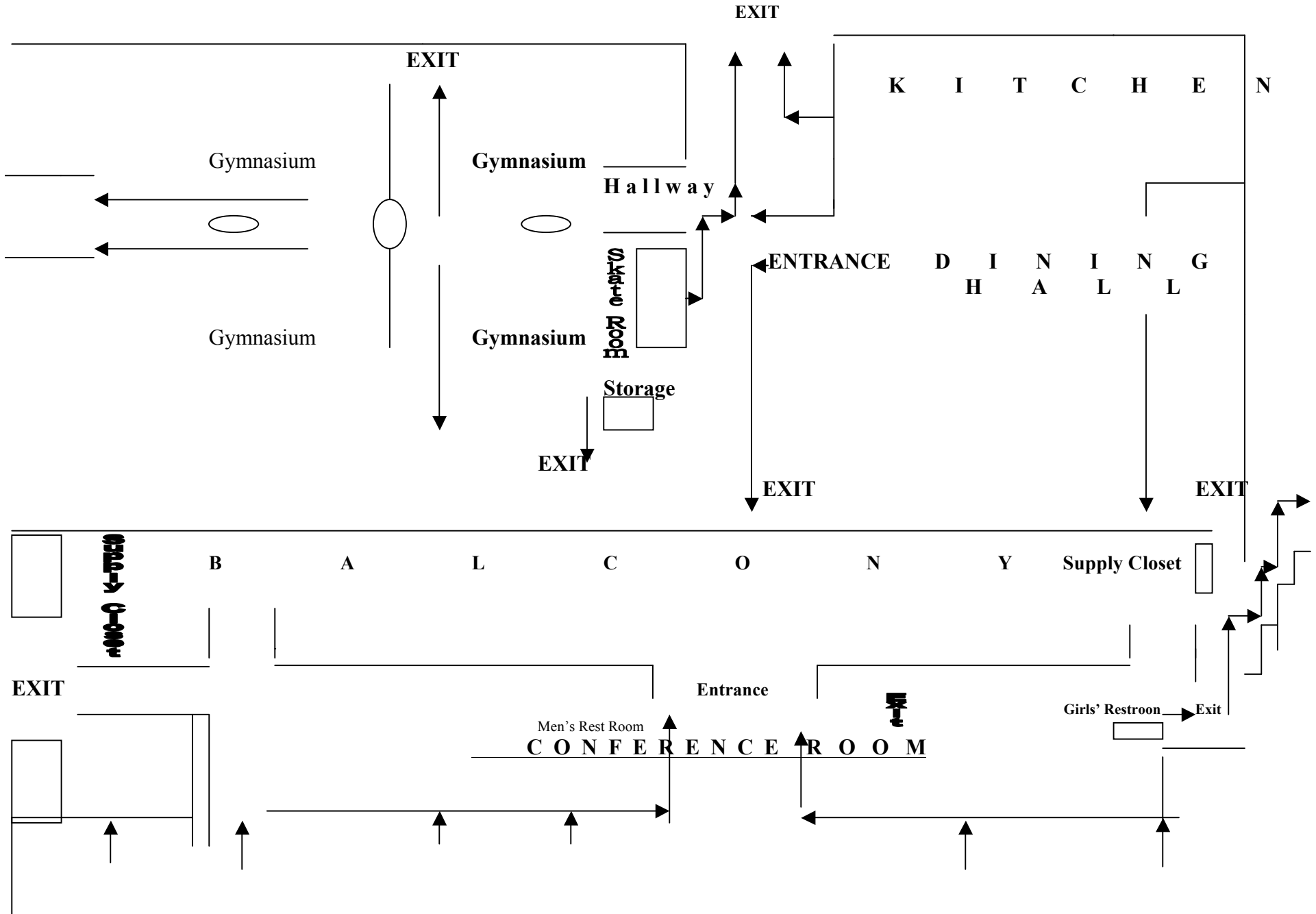
There are 9 exits located at Refuge Temple Retirement Center located at 4400 Argent Court. Employees, students, tenants and visitors assembled in the building at the time of emergency will exit in the following manner:

- a. Administrative Offices – employees, students, tenants and visitors assembled in the administrative office at the time of emergency will come out, turn left and exit through the front entrance.
- b. Counseling Room-- employees, students, tenants and visitors assembled in the counseling office at the time of emergency will come out, turn right and exit through the front entrance.
- c. Grace Hill Social Hall-- employees, students, tenants and visitors assembled in the social hall at the time of emergency will walk to the double exits facing the Lake, go out and proceed across the board walk to the other side of the complex facing Lorick Avenue.
- d. Tenants located in Suites A, C, E, G, I, K --Tenants and employees located in these apartments will exit their back doors, proceed across to the Lake to Lorick Avenue.
- e. Tenants and Employees Suites B, D, F, H, J, L—Tenants and employees located in these apartments will exit through their back doors, proceed to the parking lot, turn left to go to the corner of Argent Court and Wentworth Avenue.
- f. Tenants located in Suites M, O, Q, S, U, W --Tenants and employees located in these apartments will exit their back doors, proceed to the parking lot, turn left and go to the corner of Argent Court and Wentworth Avenue.
- g. Tenants and Employees Suites N, P, R, T, V, X—Tenants and employees located in these apartments will exit through their back doors, proceed across the Lake to Lorick Avenue.

Plan of Evacuation Layout
WLBC Administration Building



PLAN OF EVACUATION WLB FAMILY LIFE CENTER



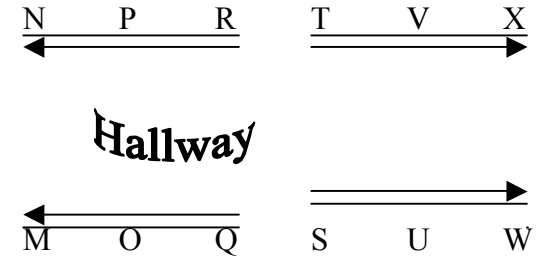
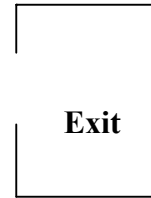
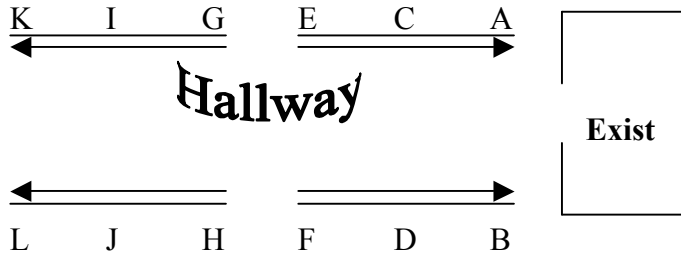
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**PLAN OF EVACUATION
REFUGE TEMPLE RETIREMENT CENTER**

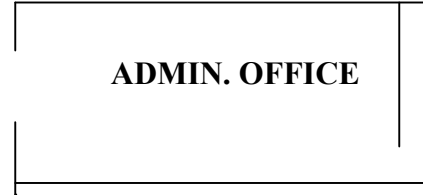
EXIT

EXIT

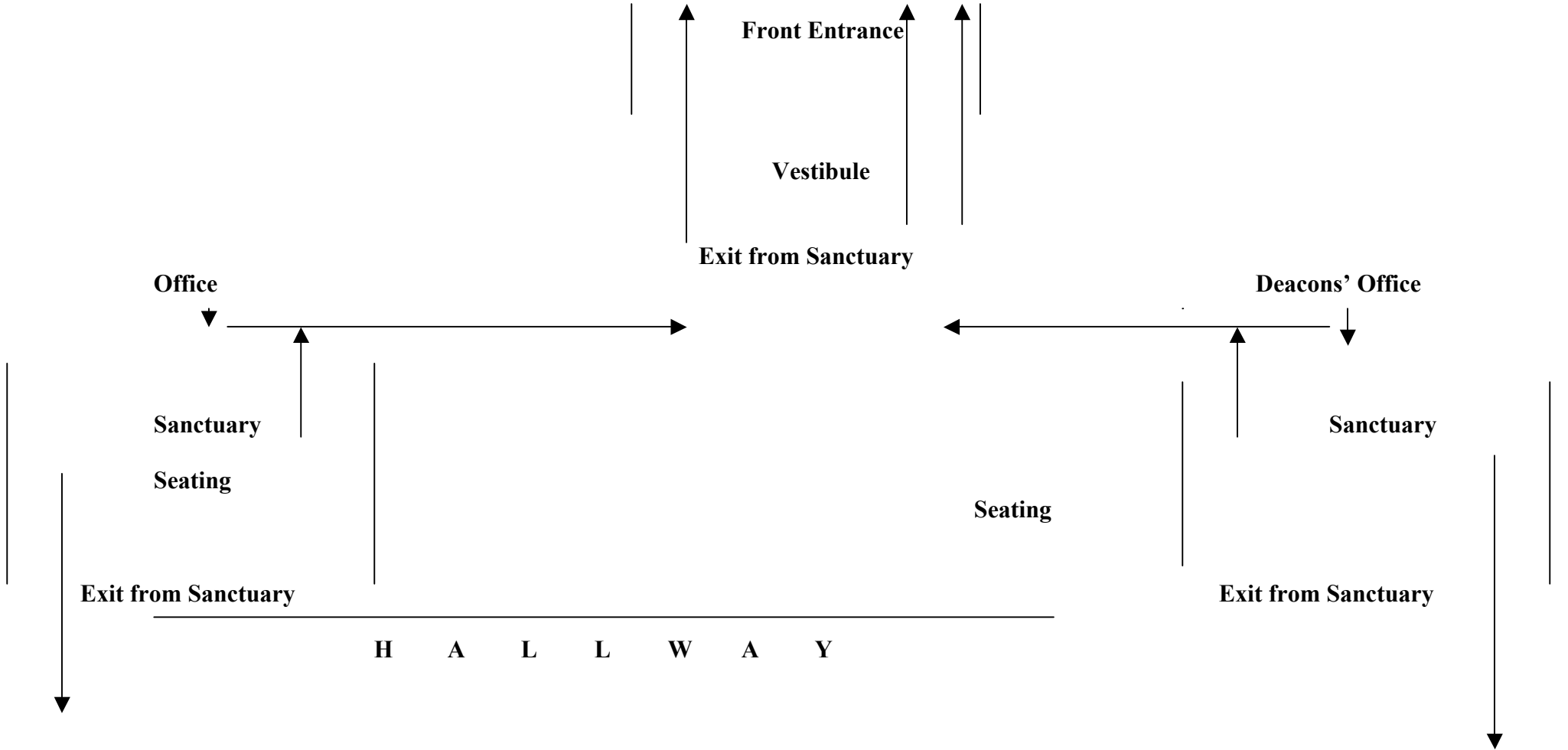
GRACE HILL SOCIAL HALL

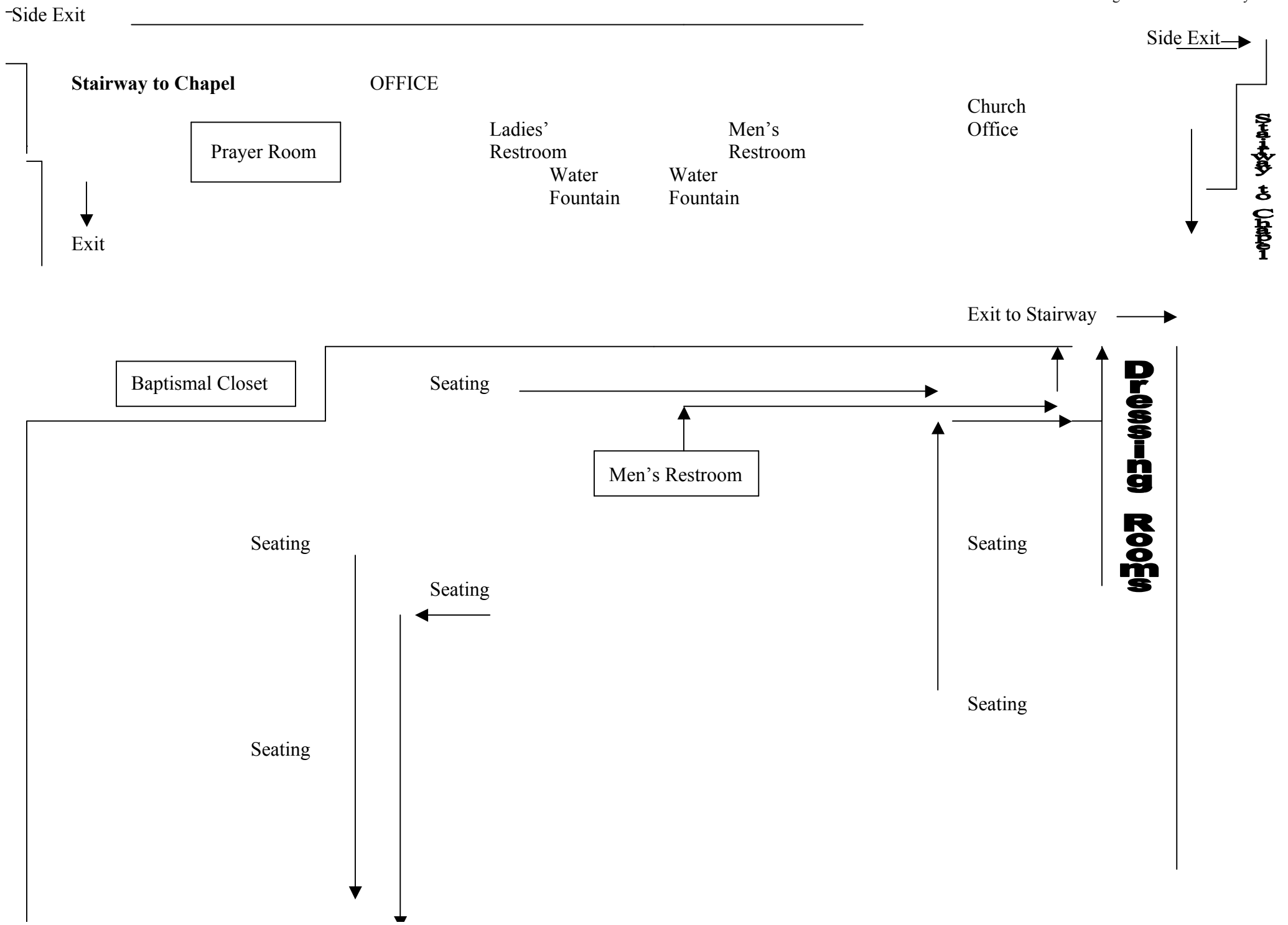


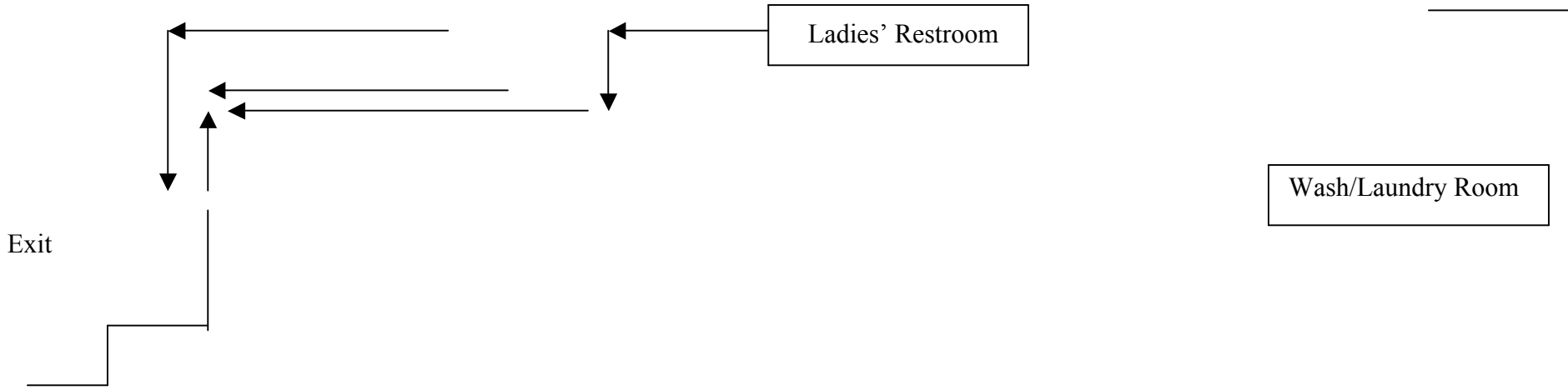
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**PLAN OF EVACUATION
REFUGE TEMPLE CHURCH**







Forms and Documentation

To assist the faculty the following is a list of available forms and documentation utilized by the College. Sample copies of those most frequently used by faculty are indicated by an asterisk (*) and are in Appendix 1.

Administration

- A. Major Publications
 - 1. Academic Catalog
 - 2. Employee Manual
 - 3. Faculty Handbook
 - 4. Student Handbook
- B. Organizational Chart
- C. Employee Job Descriptions
- D. Human Resources' Files
 - 1. Application for Employment
 - 2. Resume/Vitae
 - 3. Transcripts of Academic Coursework
 - 4. W-4
 - 5. I-9

Office of Student Affairs

- A. Admissions
 - 1. Cover Letter
 - 2. Application for Admissions
 - 3. Pastoral Reference
 - 4. Professional Reference
 - 5. Personal Reference
 - 6. Request for Transcript(s)
 - 7. Academic Catalog
 - 8. Re-admission
- B. Student Services
 - 1. Student Assessment/Testing
 - a. Bible Proficiency Examination
 - b. CAAP
- C. Financial Assistance
 - 1. FAFSA
 - 2. Veteran's Forms
- D. Career Services
- E. Housing Services
 - 1. Housing Roster
 - 2. Housing Request
- F. Alumni Affairs
 - Alumni Survey

Office of Academic Affairs

- A. Registrar's Office
 - 1. Declaration of Major
 - 2. Registration Form
 - 3. Drop/Add Form
 - 4. Academic Transcript
 - 5. Diploma/Degree
 - 6. Application for Candidacy
 - 7. Degree Audit
 - 8. Class Roster
 - 9. Grade Report
 - 10. School Withdrawal
 - 11. Course Withdrawal

- B. Christian Ministry/Field Education
 - 1. Field Education Contract and Accountability Record
 - 2. Field Education Weekly Journal
 - 3. Field Supervision Evaluation of Student

- C. Chapel Service

Academic Information Services

- A. Library Services
- B. Computer Services

Desk Copy Request Form

NACS-AAP policy: Publisher and
bookstores prefer that instructors write
directly to the publishers for desk
copies.

DATE _____

To _____

(Name of Publisher)

(Street)

(City and State)

Gentlemen:

Your book (Please specify author, complete title, and edition)

is being considered/has been adopted as a required text in my course

The course begins _____ and will have approximate enrollment of _____ students.

Class requirements for this textbook have been placed _____ will be placed _____ at

(Name of College Store)

I have not previously received a sample or desk copy of this book. Please send one.

NAME _____

Department _____

College _____

City & State _____

Zip Code _____

(Mail this form to the publisher. Use a separate sheet for every book requested even though the book)

Benefits and Support Programs

Direct Deposit and ATM

Direct deposit of payroll fund to your bank is available through the College.

Sick Days and Personal Days

Each faculty member has twelve (12) days of paid sick leave each school year due to illness or physical disability. Each faculty member has three (3) days personal leave each school year for person emergencies.

Professional Membership Fee Reimbursement

Each faculty member can request a reimbursement up too \$25.00 for his/her membership fee in professional associations. Each request must be pre-approved and is based on availability of funds.

Professional Conference Reimbursement

Each faculty member can request registration cost for professional conferences directly related to your discipline or to teaching and leaning. Approval is based on availability of funds.

Information and Facilities

The R. C. Lawson Library

The Library

The primary purpose of the College library is to provide books, journals, and other media in support of the academic program of the College and to encourage students in the formation of a lifelong habit of reading.

The pattern of library use will indicate if students are neglecting the resources of the library because there is no adequate incentive for them to read beyond their textbooks and reserve readings. To develop the maximum of independent student effort will require (1) faculty motivation that will inspire more students to work independently with library materials, and (2) adequate instruction in the use of the library and bibliographical tools..

Faculty Library Usage

- A. Borrowing materials:** Books are loaned to faculty members for an indefinite period. Faculty members should return the books as soon as they finish with them. The library may request that any book be returned should another person desire to borrow it. When the situation warrants special consideration, reference books may be loaned to a faculty member for a short, stated period of time. Periodicals may be loaned only when photocopying will not suffice and then only for a short, stated period. Reference and periodical materials will be loaned only by one of the professional staff and never by the student staff; therefore, faculty members should plan to secure this material during professional staff's regular hours.
- B. Reserve books:** If an instructor desires that students read a specific book, passage from a book, or journal article in a rather short period of time, it is recommended that the instructor assign the reading only after placing it on reserve.
- C. Ordering books:** Broadly speaking, any member of the College community may suggest a purchase. However, the actual selection is the concern of the Library Director in conjunction with the Library Committee.

College Bookstore

Faculty members must work closely with their the dean and the bookstore in the ordering of textbooks and supplies. Book orders must be placed at least four weeks prior to the opening of a semester.

While faculty are urged to use late editions of the best text, courtesy and fairness suggest that the faculty should check with the bookstore as to the quantities of books which may have been carried over from a previous semester.

Computer Lab

WLBC has a computer lab equipped with state of the art equipment and software. Facilities are equipped to accommodate a class of 25 students simultaneously. In addition, 15 students may

use computer lab at one time. A system analyst is available as an instructor and to assist student with any difficulties that may occur while completing homework assignments.

Campus Safety

WLBC complies with guidelines of the Environmental Protection Agency (EPA) and the Federal Occupational Safety and Health Act (OSHA) to insure a safe environment.

Campus Security

WLBC adheres to the guidelines of the Campus Security Act. Campus Security information is available at the Office of Student Affairs.

Fire Prevention

There is a minimum \$25.00 fine for tampering with fire extinguishers or fire alarms. Principles of fire prevention are enforced. Tampering with fire alarms and extinguishers is a serious offense.

Emergencies

Emergencies requiring police, fire or medical aid are to be reported to the campus office. The Department will respond to the emergency and contact the proper authorities.

Characteristics of Adult Learners

Who Are Adult Learners?

Adult learners (may also be called "non-traditional students") are people who return to school to improve their lives. All kinds of adults return to school, including

- People who work
- Homemakers
- Single parents
- Retirees

Education helps them to grow professionally, personally and socially. Over one-third of the students attending college in the last decade were adult learners. That number is expected to double in the next ten years, as the fewer number of children from the Baby Boomer generation declines dramatically the number of high school students attending college for the first time.

Distance learning, via the Internet, is impacting the way adult learners obtain degrees, and more and more adult students are interested in post-graduate training. Adults return to school to seek

- New career opportunities with their current employers, or in other fields;
- Higher salaries due to new skills;
- New skills acquired from schooling;
- Personal satisfaction from mastering new information;
- Increased self-esteem from taking action to improve their lives; and
- Greater knowledge of themselves and their relationship to the global economy.

ADULTS ARE . . .

1. People who have a good deal of first-hand experience.
2. People who have relatively large bodies subject to the stress of gravitational stimuli.
3. People who have set habits and strong tastes.
4. People who have some amount of pride.
5. People with very tangible things to lose.
6. People who have developed a reflex toward authority.
7. People who have decisions to make and problems to solve.
8. People who have a great many preoccupations outside of a particular learning situation.
9. People who are bewildered by their options.
10. People who have developed group behaviors consistent with their needs.
11. People who have established emotional frameworks consisting of values, attitudes, and tendencies.
12. People who have developed selective stimuli filter.
13. People who respond to reinforcements.
14. People who need a vacation.
15. People who are supposed to appear in control and who therefore display restricted emotional response.
16. People who have strong feelings about learning situations.
17. People who are secretly afraid of falling behind and being replaced.
18. People who can skip certain basics.
19. People who find more than once the foundations of their lives stripped away.
20. People who need forgiveness for the past, strength for the present, and hope for the future.

Syllabus Preparation

W. L. Bonner College

NAME OF COURSE (Intro to Old Testament)

COURSE NUMBER (BIB 101)

SEMESTER HOURS (3 Semester Hours)

SEMESTER AND YEAR (SEMESTER YEAR)

SYLLABUS

Professor's Name

Contact Phone Number or E-Mail

COURSE DESCRIPTION

Use complete sentences to describe the content of the course, where emphasis within the course may be expected, and perhaps a brief description about what the student will do in the course. The course description should be the same as what appears in the catalog if the course is regularly offered. A course description is not written as advertising copy; it should be written academically to describe what content the student will be taught.

COURSE OBJECTIVES

Use complete sentences to describe the purpose of the course. This section answers the question of what the student will have learned through the educational experiences of this course. Objectives written with the with the leading sentence being, "At the conclusion of this course, the student should be able to:" is an appropriate line and accurate in it outlook.

The course objectives determine the assignment in the course and how those assignments can be measurably assessed. A good check on a syllabus requires looking at each objective, scanning to see the assignment that is related to that objective, seeing what percentage of the grade is given to its completion, and determining if the course is structured logically and fairly with consideration to the emphases and content named in the course description.

The most significant element of a written objective is a verb, for it determines what kind of objective the teacher intends for the student. There are *cognitive objectives* (what the student should know or be able to do), *affective objectives* (what the student should feel and should be prepared to do), and *psychomotor objectives* (physical skills that the student should develop).

The following taxonomies in the cognitive and affective domains will assist the instructor to identify the level of understanding or feeling which be being aimed at.

The cognitive taxonomy, from the lowest to highest levels of thinking process follow:

1. Knowledge—Remembering previously learned material. Students should be able to do such tasks as *name, identify, state a definition, recognize* (a phenomenon). If the objective uses these words, the teach is aiming at the lowest level of the thinking process. Some of this is necessary for introductory material, but other objectives should aim higher.
2. Comprehension—Ability to grasp the meaning of material, to understand the material. Students should be able to *select* an example of a particular phenomenon, *give reasons* for a phenomenon, *classify* objects or phenomenon into categories, *contrast or discriminate* between objects or phenomenon.

It should be of interest (and concern!) that research has indicated 80% of question asked in the classrooms of theological education has been at these first two levels.

3. Application—Ability to use learned material (theoretical statements and generalizations) to real situations. *Predict, calculate, perform* and other areas of actually doing something fall into this category.
4. Analysis—Ability to break down material into its component parts, so that the organizing principles may be understood. *Compare, contrast, justify, break down* would be verbs which would demonstrate the ability to do this level of reasoning.
5. Synthesis—Ability to put ideas together to form a new whole. This requires the student to *select* among alternative courses of action, *organize* the components of a problem, or *derive a solution* to a problem.
6. Evaluation—Ability to judge the value of material for a given purpose. This is considered by some to be the highest level of cognitive abilities. The ability to accomplish this would be recognized by being able to *judge* the value of knowledge, *argue, propose, critique, or defend* a position.

An example of how to move to different levels of cognitive ability could be demonstrated by requiring a student to “recite the Lord’s Pray” (a level 1 requirement), on toward “*evaluate* the Lord’s Prayer according to the criteria of present social issues” (a level 6 requirement, which forces the student to go through steps 2, 4, 5 and to be able to respond).

Therefore, when writing course objectives, take the time to go back over them and determine from the verb used what level of cognitive thinking you might be aiming at and evaluate if all the objectives are at the same level, or if they are too low. If the course objectives are all list memorization or too similarly related, then the objectives must be re-evaluated and re-written.

COURSE TEXTS

Use two headings, if applicable, for listing textbooks: 1) Required Textbooks and 2) Suggested Textbooks. List textbooks in consistent format with full bibliographic data (author, title, edition [if necessary], city, publisher, and date).

COURSE REQUIREMENTS

This section should identify all the work assignments required of the student, and can be listed under the headings for the type of assignment, such as ATTENDANCE, READING, RESEARCH PROJECT, EXAMS and QUIZZES, or WEEKLY ASSIGNMENTS.

Course requirements should be calculate at 2.0 hours of outside preparation work for each classroom hour.

You may wish to set specific standards under the attendance heading for required attendance, and policy for missed classes (to be made up, required excuse, grade penalty, responsible for notes, etc.).

Projects and other assignments should specify the criteria which will be used for evaluation and define the format expected. If the format or criteria are lengthy, it would be better to append an example to the syllabus.

COURSE SCHEDULE

Some faculty members prefer to list each class date, the content to be discussed, and the needed preparation (reading, exam, project due, etc.) required for each class. An example may look like this:

| <u>CLASS</u> | <u>CONTENT</u> | <u>ASSIGNMENT DUE</u> |
|--------------|-----------------------|--|
| 1/16 | Overview of course | Read: Terry: pp 9-35 |
| 1/23 | The Historical Method | Assignment #1 Due Quiz Read Hirsch: pp 326-401 |

COURSE GRADING

This section should contain two elements: the course grading scale and the percentage of weight each component of the course has in relationship to the other components. Keep in mind that attendance and reading are assessable and there should be included if your have made them requirements of the course.

A statement of course grading percentages might look like the following example:

| | |
|----------------------|-----|
| Classroom Attendance | 25% |
| Weekly Quizzes | 15% |
| Mid-Term Exam | 15% |
| Final Exam | 20% |
| Project | 15% |
| Reading Report | 10% |

COURSE BIBLIOGRAPHY

Faculty members may include a bibliography as part of their syllabus. This should include materials that might prove helpful to students wishing to do further study in the area.

USE OF TIME

A ratio of two hours of work outside of the class for every fifty-minute class period is normally required for an average student to earn a B grade in the course. (Some course as Hebrew or Greek may require more time.) A three-credit class would normally meet approximately 45 class periods a semester, and the outside-of-class work during a semester for that class would be approximately 90 hours for a combined total of approximately 135 hours for the class or 45 hours per credit.

Outside-of-class work includes reading, daily assignments, research, preparation of papers and study for examinations.

The following guidelines will assist the faculty in quantifying the student workload.

1. Reading: The average undergraduate sophomore reads 270 words per minute. Some school use 300 wpm as a base rate for textbook reading for comprehension. Familiarity

with vocabulary and content, the nature of the work, and the purpose for the reading assignment are factors.

Suggested Rates: 600-900 wpm for skim reading
 300 wpm for textbook reading for comprehension
 150 wpm for critical interaction reading

Since type size and page size vary, to calculate the number of pages appropriate for an hour assignment, these steps may be helpful: count the number of words on three lines and establish the average; multiply that average by the number of lines on an average page; this will give the words per page which may then be divided by the wpm figure to identify how many pages per minute the student will be expected to read.

Some teachers have found a pace of 20-25 pages per hour is appropriate for textbook reading for comprehension and critical interaction assignments. Additional time needs to be factored in for note taking if it is required.

2. Research Projects: Calculate twice as much time to research as to write a paper. The paper can be written at a pace of one or two pages an hour, depending on the difficulty of the material and the critical and synthetic tasks. Approximately fifteen minutes a page needs to be factored in also for revision and typing of the paper.
3. Examinations: Factor in approximately twice as much time in preparation for the examination as for the actual writing of the examine.

SAMPLE COURSE SYLLABUS

W. L. BONNER COLLEGE
Strategic Planning for New Church Starts
PAS 477
Three (3) Credit Hours

Syllabus

Fall 2005
Phone: (803) 555-1212

John Matthews

COURSE DESCRIPTION

This course is an advanced course in church planting. The goal will be the integration of biblical, missiological, sociological, and anthropological insights and the application of these principles to the development of a strategic church-starting plan. During the class, members will develop and present a strategic plan for an actual church plant.

COURSE OBJECTIVES

Upon the completion of this course, the student should be able to:

1. Articulate a biblical theology of church planting.
2. Develop the tools for strategic planning in the church planting process.
3. Discover and evaluate various models and approaches for church planting.
4. Identify and evaluate current resources for church planting.
5. Develop and utilize a biblical approach to personal and corporate spiritual preparation for church planting.

COURSE REQUIREMENTS

1. Reading. Each student is expected to read the assigned textbooks. Chaney and Shenk must be read before each class. Students who have not completed their reading before class will be penalized.
2. Research Paper. Students will prepare a 8-10 page research paper on the biblical approach to church planting. The paper should include interaction with biblical texts and must include interaction with Chaney and Shenk's texts. Interaction with the biblical texts should include a complete reading of Acts in addition to passages selected by the student.
3. Strategy Plan. Each student will prepare a 15-20 page strategy plan for launching a significant new congregation. The strategic plan should demonstrate a knowledge of strategic planning and church planting literature and resources. Most of the work for this plan will be done as part of the class time. The paper should include at least five footnotes from each of the 5 texts. This must be completed within two week of the close of the J-term (by June 23). A note indicating that the student has read all five textbooks should be included at the end of the paper.
4. Examinations. There will be mid-term and final exam. Questions will be both objective and essay.

COURSE GRADING

| | |
|---------------------|-----|
| Exams | 20% |
| Reading Report | 10% |
| Research Paper | 20% |
| Strategic Plan | 40% |
| Class Participation | 10% |

COURSE TEXTBOOKS

- Chaney, Charles. *Church Planting at the End of the 21st Century*
- Collins, James C. and Jerry I Porras. *Built to Last*, New York: Harperbusiness, 1997.
- Shenk, David W., and Ervin R. Stutzman. *Creating Communities of the Kingdom: New Testament Models of Church Planting*. Scottsdale, PA: Herald, 1988.
- Towns, Elmer. *How to Start a Church* (download at no cost from www.newchurches.com).

COURSE ATTENDANCE

Students are expected to attend all class sessions. Attendance will be taken at the beginning of each class. Excessive absences will result in a lowered final grade. Students should also avoid being tardy. Three tardies count as one absence.

COURSE OUTLINE AND SCHEDULE

I. Introduction-Syllabus

II. Biblical Foundations for Church Planting

III. Personal and Corporate Spiritual Development for Church Planting

IV. Introduction to Strategic Planning

Topics include the following:

- Church systems design
- Vision and mission statements
- Demographic and psychographic analysis
- Ecclesiographic analysis
- Values systems within cultural contexts
- People groups
- Milestones in planning and development
- Preparation of a written strategy

V. Key Elements in New Churches

Topics include the following:

- Vision development
- Leadership issues
- Core group development
- Strategic praying
- Bible study opportunities
- Small group development
- Preaching and worship issues
- Outreach strategies/ Servant evangelism
- Intentional relationship development

VI. Presentation and Analysis of Strategic Plans

VII. Summary

SELECTED BIBLIOGRAPHY

- Allen, Roland. *Missionary Methods: St. Paul's or Ours?* Grand Rapids: Eerdmans Publishing Co., 1962.
- Banks, Robert. *The Church Comes Home: A New Base for Community and Mission.* Sutherland, Australia: Albatross, 1989
- Bosch, David J. *Transforming Mission: Paradigm Shifts in the Theology of Mission.* American Society of Missiology Series, n. 16. Maryknoll: Orbis, 1994.
- Carson, Donald A., ed. *Biblical Interpretation and the Church: Text and Context.* Exeter, UK: Paternoster, 1984.
- Ferguson, Everett. *The Church of Christ: A Biblical Ecclesiology for Today.* Grand Rapids: Eerdmans, 1996.
- George, Carl. *Prepare Your Church for the Future.* Tarrytown, NY: Fleming H. Revell Company, 1991.
- Hesselgrave, David J. *Planting Churches Cross-Culturally.* Grand Rapids: Baker, 1980.
- Hurston, John W. and Karen L. *Caught in the Web: The Home Cell Unit system at Full Gospel Church.* Seoul, Korea: Anaheim: Church Growth International, 1977.
- Logan, Robert E. and Jeff Rast. *International Church Planting Guide.* Alta Loma, CA: Strategic Ministries, Inc., 1988.
- McGavran, Donald A. *How Churches Grow.* New York: Friendship Press, 1959.
- _____. "Try These Seven Steps for Planting Churches," *Global Church Growth Bulletin* 18 (May-June 1981), 110-113.
- Neighbor, Ralph. *Where Do We Go from Here? A Guide for the Cell Group Church.* Houston: Touch Publications, 1990.
- Saarinen, Martin F. *The Life Cycle of a Congregation.* Washington, DC: The Alban Inst., 1986.
- Steffen, Tom A. *Passing the Baton: Church Planting That Empowers.* La Habra, CA: Center for Organizational & Ministry Development, 1997.
- Winter, Ralph D., and Steven C. Hawthorne. *Perspectives on the World Christian Movement: A Reader.* rev. ed. Pasadena, CA: William Carey Library, 1992.