



ADULT DEGREE PROGRAM

2009-2010 BULLETIN



WARNER PACIFIC COLLEGE

ADP | ADULT DEGREE
PROGRAM

Welcome to Warner Pacific College's Adult Degree Program!

We look forward to working with you in accomplishing your educational goals. You are an important member of the Warner Pacific College community. It is our desire to provide an educational environment that is both challenging and supportive. Warner Pacific has a long history of providing quality education in traditional and non-traditional formats and I am certain that you will benefit from your experience here.

As a supplement to the Warner Pacific College Catalog, the ADP Bulletin provides information that will assist you during your enrollment in the Adult Degree Program. It is important that you are aware of your responsibilities as a participant in the Program and as a student at the college. A copy of the College Catalog is available online, but where the Catalog and the Bulletin policies differ, policies that apply to ADP students are reflected in the Bulletin. If you have any questions regarding policies or procedures, please feel free to contact the Student Services Office or your Academic Counselor. We are here to serve you.

Once again, thank you for choosing Warner Pacific College. We look forward to being your partner on your educational journey.

Sincerely,

Toni Pauls, Ph.D.
Associate Vice President for Academics
Dean, Adult Degree Program

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ADULT DEGREE PROGRAM

HISTORY AND MISSION

Warner Pacific College offers a different way of thinking when it comes to education for adults. As a Christian liberal arts college, Warner Pacific starts with a foundation of integrity, ethics and values unlike many other adult programs in the market.

Founded in 1937 as Pacific Bible College, Warner Pacific College is dedicated to providing students with an education that prepares them for the spiritual, moral, social, vocational, and technological challenges of the 21st century.

As a contemporary Christian learning community, Warner Pacific College is:

Christ centered
People focused
Excellence driven
Future directed

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

ACCREDITATION

Warner Pacific College has been accredited by The Northwest Commission on Colleges and Universities since 1961.

Warner Pacific College evaluates credits from regionally accredited institutions for applicability toward Core Studies, major or elective requirements. In addition, Warner Pacific College evaluates coursework from schools and colleges which are accredited by other agencies, provided the institution is listed in the Accredited Institutions of Postsecondary Education, published by the American Council on Education (ACE). Regionally accredited institutions recognize each others credits, however, it is up to each institution to determine how they receive and apply transfer credits towards their degrees.

PROVISO

Warner Pacific College is an equal opportunity employer, which seeks faculty and staff who have a personal commitment to Jesus Christ and the educational mission of the college as a

Christian liberal arts institution. Warner Pacific College does not discriminate in its student admission and employment practices and provides equal opportunity for all students, applicants and employees regardless of race, color, sex, national origin, disability, age, veteran status and any other status protected by laws and regulations.

While every effort is made to ensure the accuracy of the information in this bulletin, Warner Pacific College reserves the right to make changes at any time without prior notice. This bulletin is not a contract between Warner Pacific College and current or prospective students. Degree requirements are effective according to the date of admission to the institution.

PROGRAMS OFFERED

- Associate of Arts in Organizational Dynamics
- Bachelor of Business Administration
- Bachelor of Science in Human Development
- Bachelor of Accounting with a second major in Business Administration
- Master of Science in Management and Organizational Leadership
- Master of Arts in Teaching
- Master of Education

CAMPUS LOCATIONS

The Warner Pacific College Adult Degree Program currently offers programs at multiple sites: WPC Mt. Tabor campus, WPC 205 Centre campus, WPC Cascade campus, and the west side of Portland, Wilsonville, Oregon, and Vancouver, Washington. Warner Pacific College is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Warner Pacific College to offer the following degree programs: Associate of Arts in Organizational Dynamics; Bachelor of Business Administration; Bachelor of Science in Human Development; and Master of Science in Management and Organizational Leadership.

Authorization by the HECB does not carry with it an endorsement by the board of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the HECB at P.O. Box 43430, Olympia, WA 98504-3430.

ASSOCIATE OF ARTS IN ORGANIZATIONAL DYNAMICS

ADMISSION REQUIREMENTS

- Completed Application for Admission
- High School Graduation (Diploma or GED).
- Official high school transcripts for applicants with fewer than two courses completed at the college level or less than two years of work experience.
- Official transcripts from all higher education institutions attended. Unofficial transcripts may be used for initial evaluation purposes. However, official transcripts must be received by the end of the third course in the program. Students who fail to submit official transcripts will be administratively withdrawn.
- No minimum age requirement, however, successful applicants will have had one year of full-time equivalent work experience and be currently employed, or if temporarily unemployed, able to verify access to a work/organizational environment.
- English proficiency. Students whose native language is not English may be required to demonstrate English proficiency. The TOFEL (525 Paper Exam or 195 Computer Exam) or other appropriate instrument may be used for this purpose. Graduation from a US high school meets the requirement. If there is a question regarding English language proficiency, either the CLEP exam in English Composition with Essay or the Warner Pacific College EN 101 Proficiency Test may be used.
- A GPA of 2.0 on prior college coursework.
 - Associate applicants who have a cumulative entering grade point average below a 2.0, and who have been out of any post-secondary school for a period of at least three years, will be considered for admission with academic forgiveness.
 - Academic forgiveness may be granted one time. See the Associate Registrar for specific policy provisions.

REQUIREMENTS FOR GRADUATION

The Application for Graduation and Grad Check must be filed with the Associate Registrar no later than six months before the student intends to graduate (June 15 for the Mid-Winter Commencement or November 15 for Spring Commencement). The Associate Registrar and the Academic Counselor will review the application to ensure that all requirements for graduation will be met and to notify students in writing of deficiencies.

Students completing the Associate of Arts degree must have met the following requirements.

1. Sixty-three semester credits; 51 credits must be completed within residence. (Up to 12 credits of comparable courses completed within five years of program entry may be applied toward degree requirements. The first two courses in the A.A. Program may not be waived.)

2. Completion of specific courses and requirements for the Associate of Arts degree set forth in the ADP Bulletin.
3. Cumulative grade point average (GPA) at graduation of at least 2.0.

PARTICIPATION IN COMMENCEMENT

Students may participate in commencement if they have satisfied their financial obligations and the following conditions are met.

- **May Commencement:**
All requirements completed prior to the date of graduation or all EXCEPT for ADP cohort study courses that will end prior to **August 1**.
- **December Commencement:**
All requirements completed prior to the date of graduation or all EXCEPT for ADP cohort study courses that will end prior to **March 1**.

ASSOCIATE OF ARTS IN ORGANIZATIONAL DYNAMICS

The Associate of Arts in Organizational Dynamics is a degree concentrating on the liberal arts with an emphasis on rapidly changing environments of organizations. The degree is suitable for transfer into bachelor degree programs and meets the needs of students who desire a general two-year degree.

Cohort Study Curriculum

21 COURSES/ 63 SEMESTER CREDITS

Residency requirement: 51 credits

(All courses are 3 credits and 5 weeks in length)

PSY 110A	Principles of Adult Learning
BUS/SOC 100A	Team Dynamics
CMPT 100A	Computer/Information Literacy
EN 102A	Written Communications I
HIS 200A	Introduction to History
EN 103A	Written Communications II
BI 151A	The Bible as Literature
SA 200A	Interpersonal Communications
FA 200A	Introduction to the Arts
MA 104A	Math Concepts and Applications
BUS/PS 200A	Foundations of the American Legal System
HUM 211A	Humanities Colloquy: War and Peace
BUS/PS 150A	Management Fundamentals
PSY 100A	Foundational Elements of Psychology
BUS 112A	Principles of Budgeting and Accounting
PHS 100A	Environmental Studies
EN 120A	Introduction to Literature
HHK 151A	Health and Fitness for Adults
BUS/REL/SOC 290A	Ethics, Social Issues and Responsibility
BUS/SS 220A	Human Resource Development
BUS/COMM 260A	Organizational Communication

Course descriptions start on page 31.

BACHELOR DEGREES

Warner Pacific College's Adult Degree Program offers the following bachelor degrees:

- **Bachelor of Business Administration**
- **Bachelor of Accounting, with a second major in Business Administration**
- **Bachelor of Science in Human Development**

A bachelor degree consists of several credit components:

- Core coursework
- Business Administration, Human Development or Accounting major coursework
- Electives to reach 124 total semester credits

The following will be reviewed for general transfer credit to meet the 124 credits required for the Bachelor degree:

- Transfer Credit
 - Coursework completed at a college or university
 - AARTS and SMART transcripts
 - ACE-military credit recommendations
 - CCRS (formerly ACE/PONSI) professional credit recommendations
 - Prior Learning Experience credit
 - Documented PLE Essays
 - Documented training (Certificates)
 - Credit by examination: CLEP, Dantes, WPC proficiency exams

A student seeking to earn the bachelor degree from the Adult Degree Program must complete the required cohort study as prescribed in the program. In cases where identical courses were completed in the past five years, a waiver of up to two courses may be requested. The request to waive/transfer coursework must be made in writing prior to beginning the bachelor degree program. The individual student's schedule and financial aid packaging must be factored into the approval process for waived coursework. HUM 310A: Ethics, Faith, Living, Learning and REL/SOC 350A: Religious Themes in American Culture may not be waived.

ADMISSION REQUIREMENTS

A minimum of 48 semester (72 quarter) college-level credits from an accredited college or university or from CLEP, ACE, or other standardized evaluations. WPC limits non-traditional credits (CLEP, ACE, etc) to 30 in any one category, and not to exceed 45 credits in total.

- Completed Application for Admission

- **Official transcripts from all higher education institutions attended.** Unofficial transcripts may be used for initial evaluation purposes. However, official transcripts must be received by the end of the third course in the program. Students who fail to submit official transcripts will be administratively withdrawn.
- A minimum GPA of 2.0 on previous college coursework. There are no specific course prerequisites and no admissions tests.
- No minimum age requirement, however, successful applicants will have two years of full-time work experience and be currently employed, or if temporarily unemployed, able to verify access to a work/organizational environment.
- English proficiency. Students whose native language is not English may be required to demonstrate English proficiency. The TOFEL (525 Paper Exam or 195 Computer Exam) or other appropriate instrument may be used for this purpose. Graduation from a US high school would meet the requirement or, if entering the bachelor program, a two-year degree from a community or other approved two-year college may be used for this purpose. If there is a question regarding proficiency, either the CLEP exam in English Composition with Essay or the WPC English 101 Proficiency Test may be used.
- Bachelor degree applicants who have a cumulative entering grade point average below a 2.0, and who have been out of any post-secondary school for a period of at least three years, will be considered for admission with academic forgiveness.
- Academic forgiveness may be granted one time. See the Associate Registrar for specific policy provisions.

BACHELOR OF BUSINESS ADMINISTRATION

The Business Administration major balances theoretical instruction with practical, hands-on experiences. Warner Pacific Business graduates have gone on to careers in accounting, marketing and management, as well as various graduate programs.

COHORT STUDY CURRICULUM

14 COURESE / 43 SEMESTER CREDITS

Requirements for the major: 34 credits: 28 credits in residence, 34 credits upper division

All courses are three credits and five weeks in length unless noted otherwise.

BUS 300A	Leadership and Supervision	
BUS 310A	Management Theory and Practice	
EN 200A	College Composition	
BUS/PSY 321 A	Organizational Behavior and Design	
BUS 401A	Quantitative Analysis for Business	
BUS 306A	Economics for Managers	
HUM 310A	Ethics, Faith, Living and Learning	
BUS 313A	Accounting for Managers	
BUS 461A	Corporate Finance	
BUS 340A	Marketing for Managers	
REL/SOC 350A	Religious Themes in American Culture	
BUS 303A	Business and Employment Law	
BUS 453A	Operations Management	
BUS 450A	Business Policies	4 credits / 6 weeks

Course descriptions begin on page 31.

BACHELOR OF ACCOUNTING with a second major in BUSINESS ADMINISTRATION

The double major of Accounting and Business Administration combines hands on experience with theoretical instruction and equips students for careers in accounting or serves as the first step toward CPA certification. The program concentrates on generally accepted accounting practices and principles, federal and state tax laws as they relate to individuals and organizations, the importance of accounting controls, and the function of auditing. Emphasis will also be placed on understanding ethics in a world view context and the employment of ethical decision-making in organizations. The student will develop skills and understand the process of assessing, evaluating, and making decisions about the operational and financial management of business and organizations.

COHORT STUDY CURRICULUM

23 COURSES/ 70 SEMESTER CREDITS

Requirements for the major: 61 credits: 49 credits in residence, 54 credits upper division

All courses are three credits and five weeks in length unless noted otherwise.

BUS 300A	Leadership and Supervision	
EN 200A	College Composition	
BUS 306A	Economics for Managers	
BUS 211A	Principles of Accounting I	
BUS 212A	Principles of Accounting II	
BUS 303A	Business and Employment Law	
BUS 310A	Management Theory and Practice	
BUS 311A	Intermediate Accounting I	
BUS 312A	Intermediate Accounting II	
HUM 310A	Ethics, Faith, Living, and Learning	
BUS 314A	Cost Accounting	3 credits/ 6 weeks
BUS/PSY 321A	Organizational Behavior and Design	
BUS 331A	Non-Profit Accounting	3 credits/ 6 weeks
REL/SOC 350A	Religious Themes in American Culture	
BUS 401A	Quantitative Analysis for Business	
BUS 340A	Marketing for Managers	
BUS 411A	Advanced Accounting	3 credits/ 6 weeks
BUS 453A	Operations Management	
BUS 332A	Auditing	3 credits/ 6 weeks
BUS 461A	Corporate Finance	
BUS 412A	Taxation I	3 credits/ 6 weeks
BUS 413A	Taxation II	
BUS 450A	Business Policies	4 credits/ 6 weeks

Course descriptions begin on page 31.

BACHELOR OF SCIENCE IN HUMAN DEVELOPMENT

The Human Development major provides a background in human development. Students are prepared for a variety of vocational opportunities in human services and church ministry as well as studies in graduate programs within the social sciences.

COHORT STUDY CURRICULUM

14 COURSES/ 43 SEMESTER CREDITS

Requirements for the major: 34 credits: 28 credits in residence, 34 credits upper division

All courses are three credits and five weeks unless noted otherwise.

SS 300 A	Leadership and Supervision	
EN 200A	College Composition	
SS 352A	Cultural Studies	
SS 380A	Conflict Resolution	
HD 310A	Foundations of Human Development	
HD 311A	Prenatal/Early Childhood Development	
HD 312A	Mid-Child/Adolescent Development	
HD 313A	Adult Development	
HUM 310A	Ethics, Faith, Living and Learning	
HD 320A	Human Sexuality	
SS 391A	Research Design and Applied Statistics	
REL/SOC 350A	Religious Themes in American Culture	
EDPSY 420A	Learning Theory	
PSY 430A	Counseling Theory	4 credits / 6 weeks

Course descriptions begin on page 31.

MINORS

Minors offer students an opportunity to focus their electives on an academic area of study, but without the depth and breadth of a major. Students are not required to choose a minor for graduation.

The Adult Degree Program offers two minors, both in on-line format. All requirements for the minor must be completed in residence at Warner Pacific.

Human Resource Management Minor

6 COURSES/ 18 SEMESTER CREDITS/ 30 WEEKS

(All courses are three credits and five weeks in length.)

BUS 322A	The Role of Human Resources
BUS 323A	Staffing: Selection and Placement
BUS 324A	Employee and Labor Relations
BUS 325A	Wage and Salary / Benefits Administration
BUS 326A	Safety and Health
BUS 327A	Employee Development

Sales and Marketing Minor

6 COURSES/ 18 SEMESTER CREDITS/ 30 WEEKS

(All courses are three credits and five weeks in length.)

BUS 308A	Business Ethics
BUS 244A	Fundamentals of Selling
BUS 245A	Managing Sales Relationships
BUS 345A	Psychology of Sales
BUS 246A	Negotiating Skills in Business
BUS 436A	Sales Management

BACHELOR DEGREE GRADUATION REQUIREMENTS

Students completing the baccalaureate degree must have met the following requirements.

1. Minimum of 124 semester credits
2. Minimum of 40 semester credits of upper division (300-400) level study (satisfied through ADP cohort coursework)
3. Completion of core requirements, major requirements, and residency requirements as set forth in the Bulletin.
4. Cumulative grade point average (GPA) of at least 2.0
5. A grade of “C-” or better in all upper division courses in the major and EN 200A

Students will graduate under the requirements listed in the Bulletin in effect at the time of enrollment. Students who leave the program for over a year, but subsequently return to the program and complete study, will graduate under the Bulletin in effect at the time of re-entry.

CORE STUDIES REQUIREMENTS

Complete all Core Studies requirements. These are the general education requirements that may be earned through college coursework, standardized tests or PLE Essays. A course is defined as consisting of a minimum of two semester credits or the equivalent quarter credits with the exception of courses in the area of participatory fine arts or physical education activities where fewer than two semester credits may meet the course definition requirement for Core Studies. In no case will a course consisting of fewer than .67 semester credits (one quarter credit) be acceptable as meeting a Core course requirement. The Core Studies course requirements are:

COMMUNICATIONS	Three courses as follows: two courses in College Composition, one within ADP (EN 200A) completed with a grade of “C-” or better; the third communications course may be any composition, speech, communication (verbal/non-verbal), business and technical writing, or journalism course
HUMANITIES	Four courses as follows: one within the ADP (HUM 310A); three courses from any two of the following categories: History, Humanities, Philosophy, Literature, or Foreign Language
MATH	One course MA 100 (or equivalent) or higher
RELIGION	Two courses, one within ADP (REL 350)
SCIENCE	One course from the physical or biological sciences
SOCIAL SCIENCE	Two courses (study in ADP satisfies this requirement)
FINE ARTS	One cultural/historical course or two participatory courses

HEALTH AND FITNESS One course in Personal Health or Nutrition or two PE activity courses

RESIDENCY REQUIREMENT

Satisfactory completion of the Adult Degree Program coursework (at least 43 credits) will meet Warner Pacific residency requirements. Bachelor degree students who have been evaluated as having transferred up to two courses identical to major courses in the cohort study curriculum will have those major cohort courses waived, but will be required to take additional coursework at Warner Pacific College to satisfy the 43-credit residency requirement. (Please consult with an Academic Counselor.)

COMPLETION OF THE BACHELOR DEGREE

By definition, an Adult Degree Program bachelor degree seeking student is a student admitted and registered for enrollment in the ADP (see page 11, “Admission Requirements”). The student is classified as an ADP student until the degree is completed or two years from the cohort closure session, whichever occurs first.

Students completing degree work at WPC after completion of cohort study are subject to the appropriate tuition and fees in effect at the time such courses are taken. Students failing to complete their program within the two-year period after cohort study ends, may petition for an extension to the ADP Academic Policies Committee.

ADP students who have been in continuous enrollment at Warner Pacific College and whose program plan requires more than the two-year period to satisfy degree requirements, may petition the ADP Academic Policies Committee for an extension of the completion deadline. Such petitions must be accompanied by a degree plan listing coursework and projected completion date, reason for extension and the signature of the Academic Counselor.

APPLICATION FOR GRADUATION

The student must file an Application for Graduation with the Associate Registrar for ADP no later than six months before the student intends to graduate (June 15 for Mid-Winter Commencement, or November 15 for Spring Commencement). The Associate Registrar and the Academic Counselor will review the Application to ensure that all requirements for graduation will be met and will notify students in writing of deficiencies.

PARTICIPATION IN COMMENCEMENT

Students who have satisfied their financial obligations may participate in commencement if the following conditions are met.

- **May Commencement:**

All requirements completed prior to the date of graduation or all EXCEPT for ADP cohort study courses that will end prior to **August 1**.

- **December Commencement:**

All requirements completed prior to the date of graduation or all EXCEPT for ADP cohort study courses that will end prior to **March 1**.

GRADUATING WITH HONORS

Bachelor degree candidates with qualifying GPAs who have completed at least 45 semester credits at Warner Pacific College receive confirmation of honors at graduation. The "career" (cumulative) GPA appears on the student's transcript at the time of graduation and is used to calculate the GPA for graduation. The career GPA is based on all courses attempted (both at Warner Pacific College and transfer) which are applicable toward graduation at Warner Pacific College. Although academic forgiveness may have enabled the student to be admitted to the program, for the purpose of the graduation GPA and honors, forgiven grades accepted in transfer will be included in the final calculation.

Honors at graduation and class rank are determined solely on GPA earned:

Cum Laude	3.50-3.74
Magna Cum Laude	3.75-3.84
Summa Cum Laude	3.85-4.00

COMPLETING CREDITS OUTSIDE OF ADP

General Transfer Credit Categories

The following will be reviewed for general transfer credit to meet the 124 credits required for the bachelor degree:

- Coursework completed at a college or university with regional, national, professional, or specialized accreditation, or with candidacy status.
- Credits earned through credit by examination: CLEP, Dantes etc.
- AARTS and SMART transcribed credits.
- ACE-military credit recommendations.
- CCRS (formerly ACE/PONSI) professional credit recommendations.
- Documented learning (Certificate) that occurs outside the college classroom that has been evaluated by ACE, or has been evaluated by the Associate Registrar and has been determined to be comparable to an ACE-evaluated course.
- Documented prior learning (PLE Essay) that meets Warner Pacific College documentation requirements and the Council for Adult and Experiential Learning's (CAEL's) ten qualitative standards.

TRANSFER CREDIT

Accredited Colleges and Universities

Warner Pacific evaluates credits from regionally accredited colleges and universities for applicability toward Core Studies, major or elective requirements. In addition, Warner Pacific College evaluates coursework from schools and colleges which are accredited by other agencies, provided the institution is listed in Accredited Institutions of Postsecondary Education, published by the American Council on Education (ACE). No more than 40 semester credits may be accepted from vocational-technical fields of study, and these credits will be considered as electives. For Core Studies consideration, credits earned from non-regionally accredited institutions and which receive a grade of "C-" or higher, are evaluated on a course-by-course basis by faculty in the appropriate academic department.

Lower division courses will be counted as lower-division credit (i.e. 100 or 200 level). Upper division and graduate courses taken at a baccalaureate institution may be used to satisfy upper division (i.e. 300 or 400 level) requirements. In all cases, courses must be transferred from an appropriately accredited institution. A grade of "D" cannot be transferred to satisfy any upper division course in the major or the composition course requirement. In the transcript evaluation process, quarter credits will be converted to semester credits.

The formula used is one quarter credit = 0.67 semester credit. Credit for college-level work from accredited community or junior colleges is allowed to a cumulative maximum of 82 semester credits. There is no maximum on the number of credits from accredited four-year institutions that will transfer into the college; however, students must meet a minimum 43-credit residency requirement for bachelor level programs and a minimum 51-credit residency requirement for the associate level program. Completion of the Adult Degree Program cohort study fulfills the

college residency requirement. WPC upper division graduation requirements are met through the Adult Degree Program bachelor degree cohort study.

Block Transfer

The college accepts the Associate of Arts Transfer Degree (AAOT) from Oregon community colleges and the Direct Transfer Agreement (DTA) from Clark College in Vancouver, Washington as having fulfilled all Core Studies requirements, with the exception of one course in Communications (EN 200A), one course in Humanities (HUM 310A), which is part of the ADP bachelor degree cohort study, and two courses of Religion, one of which (REL 350A) is part of the ADP bachelor degree cohort study. In addition, Warner Pacific College honors articulated agreements with specified colleges. Students should consult with an academic counselor. Other accredited college associate degrees are transferable and qualify a student for junior status; these will be evaluated for applicability toward Core Studies, major, or electives. If a student wishes to transfer the associate degree, the associate degree must be completed prior to entry at Warner Pacific College.

Non-Academic Credit Limit

Students may receive limited credit for coursework in nonacademic areas, including vocational coursework, up to 40 semester credits, unless the courses are part of an approved two-year degree in which case more than 40 credits may be accepted.

ALTERNATIVE CREDIT

Several alternative credit programs are available to the Warner Pacific student. These non-graded credits will be limited to a total of 45. No more than 30 credits in any one category (i.e. PLE, Standardized Exams, and Military) will be accepted toward the degree. Credits accepted in transfer in these categories are transcribed without charge.

Military

A maximum of 30 semester credits may be awarded for some types of military services and certificated courses on the college level as listed in, or comparable to, guidelines provided by the American Council on Education (ACE). Transfer credit may be granted for ACE credit recommendations for basic military training, military schools and courses, occupations specialties (MOS – Army; NER – Navy), and Army, Navy, Air Force, Reserves, and National Guard commissioned officer training when appropriate documentation is presented and the general transfer policies are met. Students may earn a maximum of 30 credits at the bachelor level through ACE military and other non-collegiate types of learning. A summary assessment policy on ACE military credit recommendations follows:

The AARTS, SMART, or CCAF transcript or military forms DD214 or DD295 must be in the student's admission file before military training can be evaluated.

Military credits awarded by a transferring institution must be re-evaluated.

If a student has less than an honorable discharge, no military credit may be awarded.

Transfer of CCRS (formerly ACE/PONSI) Credit Recommendations

Transfer credit may be granted for professional training programs, courses, licenses, and certifications that have been evaluated by, or are comparable to, the American Council on Education's College Credit Recommendation Service (CCRS – formerly ACE/PONSI).

Students who have completed courses at organizations that are participating in the ACE/CCRS program may obtain a transcript from ACE's Registry of Credit Recommendations.

Credit may be granted if the subject matter meets the Adult Degree Program's transfer policies, if the submitted documentation officially verifies successful course completion, and if the information matches, or is comparable to, the ACE Guide's course exhibit. A maximum of 30 credits may be earned through CCRS.

The Adult Degree Program uses ACE's National Guide to Educational Credit for Training Programs and the University of New York, Board of Regents' Directory on the National Programs on Non-Collegiate Sponsored Instruction, to determine the amount of transfer credit.

Assessment of Documented Prior Learning

Documented prior learning through a prior learning experience (PLE) Essay is assessed after enrollment in the Adult Degree Program. The PLE Essay option is available to students who successfully complete EN 200A: College Composition, included in the ADP bachelor degree programs, and a PLE information meeting to be scheduled outside of cohort study. The PLE information meeting includes instruction about preparing, documenting, and writing a PLE essay.

Before registering for a PLE information meeting, students should consult with their Academic Counselor to determine if PLE credit should be part of their academic degree plan. The PLE Essay is one of several non-traditional methods available to students who need elective credits outside of ADP cohort study, for graduation. PLE may not be used to satisfy any ADP Program course that is required for that degree.

Students are eligible to submit PLE essays after completing EN 200A, throughout their ADP Program until October 1 for December commencement or until March 1 for May commencement. An evaluation fee of \$75.00 (see tuition and fees) is due at the time an essay is submitted. Students are limited to 30 credits earned through PLE essays. Students who plan to complete elective credits after ADP Program coursework is completed have two years from their Program closure to submit PLE essays, with the same October and March dates, prior to their graduation.

Credit may be awarded after an essay is evaluated by a trained faculty evaluator in the appropriate academic department. The Council for Adult and Experiential Learning's (CAEL) ten qualitative standards are followed. PLE credit will be transcribed when the evaluation of a PLE essay is completed and an award of credit is indicated by the faculty evaluator. Course equivalency: The student must write a narrative which demonstrates learning outcomes equivalent to a college-level course through the application of Kolb's Model of Experiential

Learning. The learning experience must also be verified through documentation, as specified in the PLE information meeting.

Prior Learning Experience credits are transcribed similar to the following examples:

CM 220	PLE: Spiritual Formation	3 credits
SS 350	PLE: Overseas Study	3 credits
CIS 106	PLE: Word Processing	3 credits

AGENCY-SPONSORED LEARNING (CERTIFICATES)

A maximum of 30 semester credits may be awarded for some types of courses which are determined to be college-level and which are listed in, or comparable to, guidelines provided by the American Council on Education (ACE). Official documentation of course completion is required.

Credit by Examination

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

The College Level Examination Program evaluates what a student has learned through non-traditional or independent study (i.e. study for which the student has not received college credit) and determines whether the student has acquired college-level knowledge in a given subject area. CLEP gives the student the opportunity to demonstrate that knowledge by taking an examination for possible credit. These are standardized, multiple-choice tests, one of which also contains an essay portion. Warner Pacific recognizes the American Council on Education guidelines for scoring CLEP tests. A student wishing to take advantage of learning acquired through independent reading and study, job experience, non-credit classes, etc., should consult an academic counselor.

DANTES STANDARDIZED SUBJECT TESTS (DSST)

Originally developed for the voluntary education programs of the U.S. Armed Forces, the DANTES standardized subject tests are now available for civilian use to evaluate what students have learned through non-traditional or independent study (i.e. study for which the student has not received college credit). Warner Pacific College uses the ACE-recommended guidelines to determine passing scores and number of credits awarded for DSST.

PROFICIENCY EXAMINATION

Students may “challenge” some WPC courses by demonstrating proficiency in the identified subject or skill. Students should confer with the academic counselor. The appropriate academic Department Chair must approve prior to the student taking the exam. Exams are graded. Proficiency may be demonstrated for a waiver of a requirement (test fee only) or for academic credit (test fee plus a per-credit transcription charge).

MASTER OF SCIENCE IN MANAGEMENT AND ORGANIZATIONAL LEADERSHIP (MMOL)

ADMISSION REQUIREMENTS

- Completed Application for Admission
- Baccalaureate degree from a regionally accredited college/university
- Official transcripts from all higher education institutions attended
- Two letters of Recommendation
- Minimum GPA of 3.0 in the last 60 credits earned toward the degree or an overall minimum undergraduate GPA of 2.5

GRADUATION REQUIREMENTS

Students must meet the following requirements to earn a Master of Science degree in Management and Organizational Leadership through the Adult Degree Program:

1. Complete the approved Master of Science in Management and Organizational Leadership program course work
2. Achieve a minimum cumulative grade point average of 3.0 with no individual course grade lower than “C-”

EXTENSION PROCESS FOR MASTER THESIS

Students who need more time to complete their final project may request one additional seven week extension from their MOL 612 instructor. The extension request must be approved before the end of the student’s final class. Appropriate fees apply.

PARTICIPATION IN COMMENCEMENT

Students must successfully complete all degree requirements (including the final project) and satisfy financial obligations before participating in the commencement ceremony.

Statute of Limitation for Master Degree Completion

All academic work for the Master of Science degree must be completed within six years from the student’s program start date. If the student is unable to finish the degree program in the time allotted, the student must reapply for admission, at which time all previously earned credits will be re-evaluated for current relevance.

MASTER OF SCIENCE IN MANAGEMENT AND ORGANIZATIONAL LEADERSHIP

The Master of Science in Management and Organizational Leadership (MMOL) degree program focuses on the theories, models, research findings, and best practices found in the interdisciplinary, organizational leadership studies field. Although classical leadership theories, models, and case studies are examined, the emphasis of the degree is practical and applied in nature, building cognitive, behavioral, spiritual, interpersonal, and strategic leadership skills that are applicable to the real-world, issues-based experiences of those working adults enrolled in the program.

COHORT STUDY CURRICULUM

12 COURSES/ 34 SEMESTER CREDITS

(Courses are 3 credits and 6 weeks in length unless noted otherwise)

MOL 500A	Introduction to Accelerated Graduate Study	1 credit / 2 weeks
MOL 501A	Organizational Leadership: Theory and Practice	
MOL 502A	Leading, Learning and Communicating in a Technical Society	
MOL 503A	Financial Environments of Organizations	3 credits / 7weeks
MOL 504A	Systems Thinking and the Learning Organization	
MOL 600A	Organizational Ethics, Values, and the Law	
MOL 601A	Leading Change and Transformation	
MOL 602A	Leading High Performance Teams	
MOL 604A	Legal and Regulatory Environment of Business	
MOL 610A	Coaching, Mentoring, and Conflict Resolution	
MOL 611A	Problem Solving and Decision Making	
MOL 612A	Integrated Organizational Leadership Project	3 credits / 7weeks

A student seeking to earn the Master of Science in Management and Organizational Leadership must complete the required cohort study as prescribed in the program. In cases where identical courses were completed in the past five years, a waiver of up to two courses may be requested. The request to waive/transfer coursework must be made in writing prior to beginning the program. The individual student's schedule and financial aid packaging must be factored into the approval process for waived coursework. Students may not waive MOL 500 or MOL 612.

Course descriptions begin on page 31.

MASTER OF ARTS IN TEACHING (MAT)

ADMISSION REQUIREMENTS

- Completed Application for Admission
- A baccalaureate degree from a regionally accredited college or university
- A minimum GPA of 3.0 or better on Official transcripts from all higher education institutions attended
- Three letters of recommendation
- A brief written explanation (approximately 100 words) which describe the applicant's experience during the most recent five years working with the target age group in a paid or volunteer role
- A goal statement
- Prerequisite courses (course syllabi may be required):
 - Human Development course covering the targeted age group student desires to teach. A life-span development course is acceptable.
 - Learning Theory
 - Computer Competency as demonstrated via WPC assessment or prior coursework
- Documentation showing attendance at state examinations for the desired authorization(s) and content area(s) (see below).

Examinations:

Prior to beginning the MAT program, all applicants must have completed the appropriate examinations as described below. Students may begin the MAT program on a **provisional basis** before their test score results are received, but provisional standing must be cleared by the **end of the fourth course** in the program. Students who pass a portion of the exam or pass one exam but are unable to pass the rest may retake the exam during the first four courses of the program. Failure to pass all required exams will result in administrative dismissal from the program.

- All applicants must have completed the CBEST exam, the PPST Exam, or the WEST-B Exam.
- All applicants (with the exception of those concentrating in Physical Education, Music or pursuing High School licensure only) must have completed both subtests of the ORELA exam.
- All applicants pursuing Middle Level and High School licensure must have completed the Praxis II exams in their subject area prior to beginning the MAT program.

GRADUATION REQUIREMENTS

Students must meet the following requirements to earn a Master of Arts degree in Teaching through the Adult Degree Program:

1. Complete a minimum of 35 credits
2. Complete the approved Master of Arts in Teaching program coursework
3. Achieve a minimum cumulative grade point average of 3.0 with no individual course grade lower than "C-"
4. Successfully complete a minimum of 15 weeks of student teaching

STUDENT TEACHING

Students must have completed all other MAT coursework with a cumulative GPA of at least 3.0 before student teaching. Assignments and supervision will be coordinated by the Warner Pacific Education Department.

TEACHER LICENSURE

At the time of licensure, MAT students must meet all requirements/regulations of TSPC (Teacher Standards and Practices Commission) in order to be licensed to teach in Oregon.

PARTICIPATION IN COMMENCEMENT

Students must successfully complete all degree requirements (including student teaching) and satisfy financial obligations before participating in the commencement ceremony.

STATUTE OF LIMITATION FOR MASTER DEGREE COMPLETION

All academic work for the MAT degree must be completed within six years from the student's program start date. If the student is unable to finish the degree program in the time allotted, the student must reapply for admission, at which time all previously earned credits will be re-evaluated for current relevance.

MASTER OF ARTS IN TEACHING

The Master of Arts in Teaching (MAT) is designed to meet the needs of students with a bachelor degree who wish to become classroom teachers. The program will provide education on current instructional practices as well as an understanding of the complexities of the teaching profession. Candidates who complete the MAT will be eligible for an Initial 1 Teaching License in one or more of the following authorizations: Early Childhood, Elementary, Mid-Level, and/or High School. Candidates must also declare an endorsement area. Warner Pacific supports the following endorsements: Advanced Math, Biology, Language Arts, Music, Multiple Subjects (ECE/Elementary), Physical Education, and Social Studies.

COHORT STUDY CURRICULUM

11 COURSES/ 35 SEMESTER CREDITS

(Students take six core courses and then split into one of two tracks: Early Childhood/Elementary or Middle level/High School, in order to assist them in focusing on their intended level of teaching. Courses are 3 credits and 7 weeks in length unless noted otherwise).

Education Core Courses:

ED 551A	Foundations of Education	1 credit / 2 weeks
ED 581A	Curriculum Design and Classroom Management	
ED 596A	Assessment and Evaluation	
ED 554A	Urban Education and Diverse Learners	
ED 561A	Educating Exceptional Learners	
ED 661A	Educational Research	
ED 690A	Pre-Student Teaching (practicum)	3 credits / 4 weeks
ED 691A	Student Teaching with Seminar	7 credits/ 11 weeks

ECE/Elementary Courses

ED 571A	Art/Physical Education/ Music in PK-8 Classroom
ED 572A	Teaching Math and Science in the PK-8 Classroom
ED 574A	Teaching Literacy & Social Studies in the PK-8 Classroom

Middle/High Education Courses

ED 575A	Literacy in the Content Area
ED 576A	Instructional Methods for the Middle and High School
ED 577A	Educational Trends in Middle and High School

A student seeking to earn the Master of Arts in Teaching must complete the required cohort study as prescribed in the program. In cases where identical courses were completed in the past five years, a waiver of up to two courses may be requested. The request to waive/transfer coursework must be made in writing prior to beginning the program. The individual student's schedule and financial aid packaging must be factored into the approval process for waived coursework. Students may not waive ED 551A, ED 581A, ED 690A, or ED 691A.

Course descriptions begin on page 31.

MASTER OF EDUCATION

ADMISSION REQUIREMENTS

- Completed application for admission
- A baccalaureate degree from a regionally accredited college or university
- A minimum cumulative GPA of 2.75
- Official transcripts from all higher education institutions attended
- Two letters of recommendation
- State-issued teaching certificate
- One year of teaching experience

GRADUATION REQUIREMENTS

Students must meet the following requirements to earn a Master of Education through the Adult Degree Program:

1. Complete a minimum of 33 credits
2. Achieve a minimum cumulative grade point average of 3.0 with no individual course grade lower than “C-”
3. Successful presentation of Capstone project
4. Submit a copy of the Capstone Presentation to the Director of the M.Ed Program

PARTICIPATION IN COMMENCEMENT

Students must successfully complete all degree requirements (including capstone project) and satisfy financial obligations before participating in the commencement ceremony.

STATUTE OF LIMITATION FOR MASTER DEGREE COMPLETION

All academic work for the M.Ed degree must be completed within six years from the student’s program start date. If the student is unable to finish the degree program in the time allotted, the student must reapply for admission, at which time all previously earned credits will be re-evaluated for current relevance.

MASTER OF EDUCATION

The Master of Education (M.Ed) is intended for licensed teachers seeking courses and experiences for professional growth and/or credits for continued renewal of their license. Faculty members strive to guide students from where they are currently toward where they want to be professionally. The coursework is a mix of teaching pedagogy, research, reflection about classroom practice, and current topics in education.

COHORT STUDY CURRICULUM

13 COURSES/ 33 SEMESTER CREDITS

(All courses are 3 credits each and 8 weeks in length unless otherwise noted)

ED 520A	Current Issues in Education	
ED 500A	Implementing Best Practices	
ED 550A	Curriculum Design	(2 credits / 5 weeks)
ED 530A	Advanced Teaching Methods	
ED 560A	Research for Teachers	(2 credits / 5 weeks)
ED 540A	Utilizing Instructional Media	
ED 510A	Teaching to Diversity in Today's Classrooms	
ED 600A	Teacher as Mentor	
ED 660A	Research Design	
ED 595AA	Capstone Experience	(1 credit / 6 weeks)
ED 671A	Critical Literacy	
ED 595BA	Capstone Experience	(1 credit / 6 weeks)
ED 564A	Ethics in Education	

A student seeking to earn the Master of Education must complete the required cohort study as prescribed in the program. In cases where identical coursework was completed in the past five years, a waiver of up to two courses may be requested. The request to waive/transfer coursework must be made in writing prior to beginning the program. The individual student's schedule and financial aid packaging must be factored into the approval process for waived coursework. Students may not waive ED 595A or ED 595BA.

Course descriptions begin on page 31.

COURSE DESCRIPTIONS

Courses are listed in alphabetical order. The program(s) with which the course is associated is listed in parentheses after the description.

AAOD Course List – see page 10
BAC Course List – see page 14
BBA Course List – see page 13
MED Course List – see page 30

BSHD Course List – see page 15
MAT Course List – see page 28
MMOL Course List – see page 25
Minors Course List – see page 16

BI 151A

The Bible as Literature

(3 credits)

This course involves the study of the Bible as literature and Scripture. Attention is given to the canon and transmission of the English Bible, major literary genres, Scriptural themes, and the performance of Scripture. May not be taken for Pass/No Pass. Meets Religion Core requirement. (AAOD, AANA)

BUS/SOC 100A

Team Dynamics

(3 credits)

A “hands on” course, designed to increase the student’s knowledge of and applicable skills in the area of team or small group (fewer than 20) dynamics. Topics covered include communication, ethics, diversity, decision-making, conflict resolution, and leadership. Emphasis is placed on improving the effectiveness of all team/small group experiences, regardless of the student’s specific role within the team. (AAOD)

BUS 112A

Principles of Budgeting and Accounting

(3 credits)

The course focus is on the basic principles of the accounting cycle for service and merchandising companies/organizations including budgeting vocabulary, finance, record keeping, cash management, cash budgeting, capital budgeting and financial statements. (AAOD)

BUS/PS 150A

Management Fundamentals

(3 credits)

This is an introductory course that covers the fundamental concepts of management. By investigating these essential principles, the student will begin to build a solid foundation for understanding management theory. Major topics will include the evolution and scope of business management, planning, decision-making, organizing, leading, and controlling. (AAOD)

BUS/PS 200A

Foundations of the American Legal System

(3 credits)

Course intent is a consideration of key concepts and terms in the study of the American legal system. Focus is on the historical and political context of major U.S. Supreme Court decisions, constitutional provisions and the shared responsibilities of the legislative, executive and judicial branches of government, functions of courts and attorneys, and philosophy and nature of law. (AAOD)

BUS 211A**Principles of Accounting I****(3 credits)**

The fundamentals for recording transactions, including double entry bookkeeping and financial statements. (BAC)

BUS 212A**Principles of Accounting II****(3 credits)**

The fundamentals for recording transactions, including double entry bookkeeping and financial statements. Prerequisite: BUS 211. (BAC)

BUS/SS 220A**Human Resource Development****(3 credits)**

This course provides perspectives on important traditional, current, and emerging practices to help the student develop a practical, realistic, and modern view of human resource development and management. Students study the functions of the line executive or supervisor as well as human resource director functions in today's business or human services environment. (AAOD)

BUS/COMM 260A**Organizational Communication****(3 credits)**

Development of written and oral communication ability within an organization. Emphasis on team building, networking and synergy of groups. Presents approaches to increasing effectiveness in the communication process to realize increased value of information to the organization. (AAOD)

BUS/REL/SOC 290A**Ethics, Social Issues and Responsibility****(3 credits)**

A study of the interactions of individuals with corporate and social institutions. Focus is on the moral dimensions and tensions that exist on personal and organizational levels when applying a moral and ethical decision-making process. (AAOD)

BUS/SS 300A**Leadership and Supervision****(3 credits)**

This course is designed to empower students to prepare for leadership and supervisory positions, in both the private and public sectors, and improve their leadership and supervisory competencies, by comprehending and applying theory, research, case studies, class exercises, and practical experience to the workplace. Students will explore and discuss relevant concepts and practical applications, producing specific learning outcomes. A strong ethics component is integrated into the course as students confront various types of ethical choices and challenges facing today's leaders and supervisors. (BAC, BBA, BSHD)

BUS 303A**Business and Employment Law****(3 credits)**

This course is designed to enable learners to prepare for leadership and management positions, in both the private and public sectors, by improving their competencies in the areas of employer and employee legal rights in the workplace. By comprehending and applying basic legal

concepts and decisions, case studies, class exercises, and practical experiences to the workplace, learners will be much better able to lead and manage their employees and to function as employees themselves. Students will explore and discuss relevant concepts and practical applications, producing specific learning outcomes. A strong ethics component is integrated into the course as students confront various types of ethical choices and challenges facing today's leaders and managers. (BAC, BBA)

BUS 306A

Economics for Managers

(3 credits)

The course focus is on the practical application of the following basic economic principles: opportunity cost, demand and supply, elasticity, costs and benefits of decisions, supplier behavior, costs of the firm, types of firms, profit and loss. The main emphasis of the applications will be on how these principles influence business decisions. (BAC, BBA)

BUS 310A

Management Theory and Practice

(3 credits)

This course explores elements of business management. By investigating the principles of planning, organizing, leading, and controlling, the student will be able to describe and apply skills required for successful management. The student will also examine contemporary issues that managers face, such as customer focus, globalism, diversity, ethics, information technology, entrepreneurship, work teams, service economy, and small business management. The goal of this course is to define how managers, working with people, accomplish goals within an ethical environment. (BAC, BBA)

BUS 311A

Intermediate Accounting I

(3 credits)

Comparative study of generally accepted accounting principles from theoretical foundations to current practices. (Prerequisite: BUS 212. (BAC)

BUS 312A

Intermediate Accounting II

(3 credits)

Comparative study of generally accepted accounting principles from theoretical foundations to current practices Prerequisite: BUS 311. (BAC)

BUS 313A

Accounting for Managers

(3 credits)

This course emphasizes the major principles and practices of financial accounting, including the accounting cycle and preparation of financial statements. Further emphasis will be placed on analysis and interpretation of those statements leading to an understanding of their use as a managerial tool. The goal of this course is to demonstrate to the adult learner how an organization applies financial accounting to provide practical, timely and accurate information to its users. (BAC, BBA)

BUS 314A**Cost Accounting****(3 credits)**

Basic principles of cost measurement and reporting for managerial planning, policy, and control. (BAC)

BUS/PSY 321A**Organizational Behavior and Design****(3 credits)**

This course explores the elements of organizational theory. By investigating principles dealing with an organization's purpose, structural design, culture, and politics, the student will gain an understanding of the unique nature of organizational theory. This course will assimilate contemporary thinking with traditional ideas and theories in an interesting manner, while demonstrating to the student the pragmatic applicability of this topic. The goal of this course is to define how an individual and organization are integrated. (BAC, BBA)

BUS 322A**The Role of Human Resources****(3 credits)**

This course is a study of the many roles the human resources (HR) function fulfills in organizations. The course focuses on integrating HR practices with overall organizational philosophies, strategies, objectives, and practices in pursuit of organizational effectiveness. (HRM)

BUS 323A**Staffing: Selection and Placement****(3 credits)**

This course identifies the essential practices and functions of staff selection and placement, including identifying staffing needs, recruiting externally and internally, assessing applicants, making selection and placement decisions, and managing the staffing system. In addition, students examine human resources' responsibility for ensuring that employee selection practices meet the organization's long-term strategic plans for staffing requirements. Also addressed are issues related to compliance with labor laws and regulations. (HRM)

BUS 324A**Employee and Labor Relations****(3 credits)**

This overview course provides human resources professionals with information on the laws and regulations that affect labor and employee relations, discipline, discharge, and grievance/dispute resolution. Students learn the procedures for responding to charges of discrimination and wrongful discharge. (HRM)

BUS 325A**Wage and Salary/Benefits Administration****(3 credits)**

This course introduces students to organizational approaches to compensation, including base pay, incentive pay, and benefits that assist the organization in attracting, retaining, and motivating employees. Students will examine compensation plan objectives; plan design considerations; the link between pay and performance; legal requirements and constraints on pay programs; and the interplay among financial, communication, and administrative concerns. This course emphasizes a holistic, "total compensation" approach that focuses on the effectiveness of the entire pay structure in aiding the organization's efforts to attain its goals. Individual

components of the compensation system are examined, with an emphasis on how they are integrated into the total compensation system. (HRM)

BUS 326A

Safety and Health

(3 credits)

This course introduces students to the basics of safety management, approaching safety management from the perspective of the manager who has had no other formal safety training. Besides focusing on the relationship of safety management to the sciences (behavioral science, physiology, epidemiology, and ergonomics), it alerts students to the legal responsibilities for safety and associated liabilities. Furthermore, it introduces students to the Occupational Safety and Health Administration (OSHA) and ways in which safety managers might be required to interact with this federal agency. In addition, the course deals with workers' compensation, the legal requirements of supervisors for safety, and the impact of management systems on safety performance, while alerting students to the many ethical and moral dilemmas in safety management. (HRM)

BUS 327A

Employee Development

(3 credits)

This course focuses on the philosophy and critical organizational practices required for building and sustaining an organizational culture supportive of a learning environment. It provides opportunities to students to explore needs analysis, instructional design, strategic training, educational technology, evaluation methodologies, and career management issues. The role of the human resources professional as an advocate for performance improvement and workforce development is the primary focus area of this course. (HRM)

BUS 331A

Non-Profit Accounting

(3 credits)

Study of accounting for governmental bodies and non-profit organizations requiring accounting by "funds". (BAC)

BUS 332A

Auditing

(3 credits)

Covers auditing theory, procedures, controls and tests. Preparation of letters, footnotes, responsibilities to the profession, the government and the organization. (BAC)

BUS 340A

Marketing for Managers

(3 credits)

This course concentrates on the fundamentals of marketing emphasizing segmenting and targeting customers, researching the market, market image, uniqueness in marketing, developing the marketing business plan including distribution, location, price structure and promotion. (BAC, BBA)

BUS 401A**Quantitative Analysis for Business****(3 credits)**

The emphasis is using statistics in business situations concentrating on behavioral research. Students will review descriptive statistics sampling, estimation, and hypothesis testing. Computer applications are integrated into course study. (BAC, BBA)

BUS 411A**Advanced Accounting****(3 credits)**

Accounting for business combinations. An intensive examination of inter-company relationships pertaining to consolidation theory, techniques, and reporting. (BAC)

BUS 412A**Taxation I****(3 credits)**

A study of federal and Oregon tax laws as they related to individuals. (BAC)

BUS 413A**Taxation II****(3 credits)**

A study of federal and Oregon tax laws as they relate to partnerships and corporations. (BAC)

BUS 450A**Business Policies****(4 credits)**

A capstone course that helps integrate the approaches, techniques and philosophies learned in functional area courses, and provides the theory and practice of top-level, organization-wide administration. Emphasis is placed on developing an ethical environment in which to work. (BAC, BBA)

BUS 453A**Operations Management****(3 credits)**

A study of the operations management function, which is responsible for the planning, organizing and controlling of resources in both the manufacturing and service industries. These problems are studied from the managerial, administrative and employee perspective. Emphasis is placed on manufacturing policy, the design of productive systems, operations planning and controls, operations strategy and technology management. (BAC, BBA)

BUS 461A**Corporate Finance****(3 credits)**

An introductory course in corporate finance. Focuses on the fundamental concepts, techniques and practices of financial management. Emphasis is placed on the basic concepts of managerial finance, important financial concepts (time value of money, risk and return, bond and stock valuation), long-term investment decisions, as well as long-term and short-term financial decisions. (BAC, BBA)

CMPT 100A**Computer/Information Literacy****(3 credits)**

This course focuses on using, enhancing, and integrating computer use and information literacy. It also investigates issues surrounding the use of electronic resources and software. The

curriculum is designed to encourage growth and learning experiences for students at a variety of entry levels. (AAOD)

ED 500A

Implementing Best Practices

(3 credits)

An advanced course of professional study for teachers that looks realistically and in depth at integrating Best Practices in contemporary classrooms. Current brain research and child development, and the use of developmental knowledge to create supportive learning environments may be examined through classroom observations, research, reading, reflection, and seminar discussions. (MED)

ED 510A

Teaching to Diversity in Today's Classroom

(3 credits)

This course is designed to teach educators how to promote all learners' intellectual, social, emotional and moral growth within a classroom that respects, appreciates, and celebrates humanity in all of its diversity. Learning styles will also be addressed. (MED)

ED 520A

Current Issues in Education

(3 credits)

This course is an introduction to a range of philosophies, personalities, legislation and pedagogical issues in the field of education. Students will grow in their professional knowledge about a variety of issues impacting education today and methods for an impact on instruction. Students will be involved in reflection, research, reading/writing/speaking about current educational issues.

ED 530A

Advanced Teaching Methods

(3 credits)

This course provides students with research-supported, effective ways to design and deliver content that make efficient use of instructional time. Emphasis is on efficient use of instructional time, lesson design, assessment tools and relevant and current research supporting selected teaching methods. (MED)

ED 540A

Utilizing Instructional Media

(3 credits)

Materials, devices, techniques and settings are presented in an overview of the field of instructional technology. Lab experiences are provided in the operation of instructional hardware. (MED)

ED 550A

Curriculum Design

(2 credits)

This course will focus on designing curriculum units and instructional plans for a standards-based curriculum while utilizing research-based best practices for teaching and learning. There will also be an emphasis on the development and implementation of an integrated interdisciplinary unit for your specific teaching assignment that utilizes concept-based curriculum strategies and instructional techniques to "teach beyond the facts". In addition, there

may be some group investigations and responses to various contemporary curriculum issues that challenge today's teachers.

ED 551A

Foundations of Education

(1 credit)

This course will explore the historical development of the public school in relationship to the philosophical, historical, social, cultural, and economic transformation as witnessed in U. S. society. (MAT)

ED 554A

Urban Education and Diverse Learners

(3 credits)

This course is designed to celebrate different cultures and to develop models that integrate knowledge about differences with teaching methods to boost student achievement. Examples of current effective practices will be presented. Studies will include pedagogical interactions in school and the forms that knowledge assumes in the curriculum, such as, within discourse, activities, texts, materials, and technology. (MAT)

ED 560A

Research for Teachers

(2 credits)

This course familiarizes teachers with the professional literature that supports and validates how they teach. Participants will locate and critique professional journal articles and/or research studies about methods they use or values they hold. Teachers will begin to refine the habit of teaching from a research-supported base of knowledge. A final exhibition will present a summary of results and identify implications for teaching. The course will enable students to consider the impact research can have on their teaching practice. (MED)

ED 561A

Educating Exceptional Learners

(3 credits)

This course will examine the learning needs of the exceptional population. Special emphasis will be given to strategies for the inclusion of these learners in the general education classroom. Specific accommodations, modifications, as well as the need for specially designed instruction will be presented. Individuals with Disabilities Education Act (IDEA) and other legislation will be studied. (MAT)

ED 564A

Ethics in Education

(3 credits)

A study of the educator's role in relation to student and societal values. Includes theories related to moral development and application. (MED)

ED 571A

Art/PE/Music in PK-8 Classroom

(3 credits)

This is a survey course that will investigate the curriculum and instruction of art, music, and physical education in the PK-8 Classroom. Particular emphasis will be given to current literature and research. Covered topics include lesson planning, scope and sequence, grade level content appropriate for art, music and physical education, time management, technology, and state and national content standards. (MAT – Elementary)

ED 572A**Teaching Math and Science in the PK-8 Classroom (3 credits)**

This course will investigate the curriculum and instruction of math and science in the PK-8 Classroom. Particular emphasis will be given to current literature and research. Covered topics include lesson planning, scope and sequence, grade level math and science content, time management, technology, state and national content standards. Peer teaching demonstrations will be included. A mini work sample will be developed for math and science to be taught during Pre- Student Teaching. (MAT – Elementary)

ED 574A**Teaching Literacy and Social Studies in the PK-8 Classroom (3 credits)**

This course will investigate the curriculum and instruction of literacy and social studies in the PK-8 Classroom. Particular emphasis will be given to current literature and research. Covered topics include lesson planning, scope and sequence, grade level literacy and social studies content, time management, technology, state and national content standards. This assignment can occur over several weeks and is just observation only. (MAT – Elementary)

ED 575A**Literacy in the Content Area (3 credits)**

This course will investigate the curriculum and instruction of reading and writing for specific content in middle and high school. Particular emphasis will be given to current literature and research. Discussion will include the importance of having the ability to teach core curriculum (such as reading and writing) within any discipline. State standards, Benchmarks and national content standards will also be studied. (MAT – Secondary)

ED 576A**Instructional Methods for the Middle and High School (3 credits)**

This course will examine research-based practices and methods related to curricular content in specific middle/secondary subjects and K-12 music and physical education. The student will apply instructional strategies and models of teaching while developing a work sample. The appropriate learning environments will be compared and contrasted. State Standards, Benchmarks and national content standards will be a major part of this course. A content specific work sample with a literacy component will be developed. (MAT – Secondary)

ED 577A**Educational Trends in Middle and High School (3 credits)**

This course will look at the history, theory, and philosophy of the middle and high school learning environment, as well as the changes that are taking place in both middle and high school. Current status in the field, literature sources, and work of leading scholars will be examined. Some trends to be explored are block schedules, schools within a school, small versus large secondary schools, integrated curriculum, ESOL and NCLB.

ED 581A**Curriculum Planning and Classroom Management (3 credits)**

This course engages students in the design, development and presentation of effective learning experiences in the classroom. The school curriculum will be presented with the Oregon Benchmarks. Lesson planning and the development of a Work Sample will be presented. The focus will be on building a positive environment for learning and its connection to mutual respect and dignity. Management techniques will be presented, including: effective time organization, resources, and the effective use of the para-professional. (MAT)

ED 595AA**Capstone Experience (1 credit)**

Activities in this course are for closure to a student's graduate course work. Participants will create artifacts that indicate growth in areas of dispositions, knowledge and skills over the master degree courses completed. (MED)

ED 595BA**Capstone Experience (1 credit)**

Activities in this course are for closure to a student's graduate course work. Participants will create artifacts that indicate growth in areas of dispositions, knowledge and skills over the master degree courses completed. (MED)

ED 596A**Assessment and Evaluation (3 credits)**

This course presents the current methods of assessment and evaluating. During this course the learner will develop attitudes and skills necessary to provide sound classroom assessment experiences that yield accurate, usable information for students, parents, and school personnel. Topics will include: summative and formative evaluation, validity, reliability, legal issues, techniques of data gathering and the Oregon State Standards, Bench Marks, and national content standards. (MAT)

ED 600A**Teacher as a Mentor (3 credits)**

Classroom teachers have long known that along with curriculum demands, classroom management, large class sizes, and parent concerns are hidden concerns of a teacher as counselor. This course will explore the fine line that exists between instruction and that of being a counselor. Attention will be paid to the state and district policies, laws, and codes of ethics that affect teachers in responding to, and reporting various physical and mental conditions of their students. (MED)

ED 660A**Research Design (3 credits)**

This class will assist students in developing the disposition and ability to engage in teacher research as a way to develop their own practice. It builds upon learning in Research for Teachers such as knowing how to search professional research libraries. Teacher inquiry can help teachers improve instruction and gain insight into their profession and the nature of learning. Data gathering instruments and procedures will be created and piloted. Process for reflecting on

research study results, concluding and tying results to existing professional literature will be practiced. The research proposal written in this course is a systematic plan to improve instinctive reflection teachers already engage in as they strive to improve their impact on student learning. (MED)

ED 661A

Education Research

(3 credits)

This course is designed to introduce students to the basic techniques of conducting and analyzing educational research. Emphasis will be given to concepts, procedures, vocabulary of quantitative research and the involvement of the PK-12 learner. Students will complete a short research project using data provided. (MAT)

ED 671A

Critical Literacy

(3 credits)

This is a professional development class for teachers seeking successful ways to improve their class activities using informational sources. Methods presented will be ideas and models to get your students using strategies for learning from expository sources successfully. (MED)

ED 690A

Pre-Student Teaching with Seminar

(3 credits)

This practicum course meets the requirements for adding a second level of authorization to the license. The learner must be in the classroom for 100 clock hours. If a student is already authorized in the middle school area and would like to add an authorization for elementary, the student would not have to go through the full student teaching experience. This course requires the development and teaching of one work sample. This is a supervised practicum (observation) experience that can be completed over several weeks. Seminar will meet weekly to debrief and help with the development of the work sample. Students must have completed all other M.A.T. coursework with a cumulative GPA of at least 3.0 before student teaching. Offered on a Pass/No Pass basis. (MAT)

ED 691A

Student Teaching with Seminar

(7 credits)

Student teaching is a practical experience in a supervised setting for fifteen weeks. The candidate will be the lead teacher for five to eight weeks minimum. The assignment will be in the candidate's primary level of authorization. One work sample, demonstrating the candidate's ability to foster student learning will be developed with guidance from the cooperating teacher and the college supervisor. Assignments and supervision will be coordinated by the main campus Education Department. Students must have completed all other M.A.T. coursework with a cumulative GPA of at least 3.0 before student teaching. Offered on a Pass/No Pass basis. (MAT)

EDPSY 420A

Learning Theory

(3 credits)

Classical and contemporary theories of learning and instruction applied to a variety of classroom situations. Classroom management techniques will parallel the development of theories. Self-

concept, cognitive and effective potential, lesson planning and learning hierarchies are addressed. (BSHD, AANA)

EN 102A

Written Communication I

(3 credits)

This course offers intensive review and application of fundamental grammar, mechanical conventions, and organizational patterns of English composition required in academic and business writing. Its intent is to enable the student to produce grammatical, cohesive expository writing: to combine and punctuate sentences correctly; to produce essays utilizing rhetorical forms such as process description, definition, comparison and contrast, cause and effect, and summary and persuasion; to create clear thesis statements, appropriate examples and explanations, and strong introductions and conclusions; to engage in group research and to incorporate secondary sources into the student's writing. (AAOD)

EN 103A

Written Communication II

(3 credits)

This course is a study of the production of an effective and appropriately written research paper utilizing organizational patterns of English composition required in academic writing. While it offers a brief review and application of sentence combining and punctuation, its primary intent is to enable the student to produce an original eight-page research paper defining a controversial social or professional issue, examining its causes, effects, and development, offering a solution to that problem, critically evaluating that solution, and persuading others to adopt that solution through discussion of its advantages. The course will emphasize critical reading of textbook and source articles, proper APA format of paper, citations, and bibliography, clear support of thesis, proper incorporation of outside sources, preparation of outlines, and development of an authoritative and objective academic voice in the student's writing. Intensive focus on editing of students' own writing and the writing of others will help students to internalize editing and revising as a basic and essential part of the writing process. (AAOD)

EN 120A

Introduction to Literature

(3 credits)

An examination of representative works of literary genres significant in human experience (narrative, drama, poetry) and important in the shaping of literary tradition, focusing on skills necessary for reading serious literature for pleasure and enrichment. Frequent assignments in critical writing. (AAOD)

EN 200A

College Composition

(3 credits)

This course is designed to develop critical and reflective thinking. Students develop a conceptual model of argument by analyzing different kinds of persuasive texts and building their own written arguments. Students will demonstrate their ability to access specialized sources, do advanced research, and develop a major academic paper. EN 200 is required as part of Core Studies and must be completed with a grade of C- or better. (BAC, BBA, BSHD)

FA 200A**Introduction to the Arts****(3 credits)**

Designed to introduce the student to the visual and spatial arts, theater, music and architecture by considering subjects, functions, mediums, means of organization, elements and styles of each. Also enables the student to understand the basic assumptions about the arts and encourages the student to arrive at and communicate his/her own artistic judgments based on study, familiarity and experience. (AAOD, AANA)

HD 230A**Life Span Development****(3 credits)**

A course for non-majors in Human Development. This course approaches the study of the mental, physical, emotional, interpersonal, and spiritual development of an individual from birth to death. Life stages and transitions include infancy; childhood; adolescence; early, middle, and late adulthood; and death and dying. (AANA)

HD 310A**Foundations of Human Development****(3 credits)**

This course is an introduction to the theories of development across the life span from conception to death. The focus is upon providing the bases for the age specific human development courses in the human development major. Included is a consideration of the implications of research for the fields of parenting/family relations, teaching, counseling, and other human service venues. (BSHD)

HD 311A**Prenatal-Early Childhood Development****(3 credits)**

This course is a study of human development utilizing developmental theories and current research on the physical, social, emotional, cognitive and spiritual domains from conception through early childhood. Attention is given to socialization in the home and school and to parenting techniques. (BSHD)

HD 312A**Mid-Childhood to Adolescent Development****(3 credits)**

A study of the physical, cognitive, social, emotional, and spiritual development of school age children through adolescence utilizing current research and developmental theories. Attention is given to cross-cultural and sub-cultural variations in home situations, parenting styles, and peer groups in enhancing social competence and morality. (BSHD)

HD 313A**Adult Development****(3 credits)**

This course is a study of the physical, mental, social, emotional adjustments of healthy adult life from young adulthood through retirement years. Attention will be given to the variations in self-expectations rising from physical aging, continuing socialization and environmental change. Anticipation of retirement, loss of friends and loved ones, changing roles in the family, workplace and in social life will be discussed. (BSHD)

HD 320A**Human Sexuality****(3 credits)**

An in-depth study of human sexuality including aspects of anatomical, physiological, personal and social significance. (BSHD)

HHK 151A**Health and Fitness for Adults****(3 credits)**

Study of the fitness lifestyle and other major health concerns. The overall goal is that the student adopts a wellness lifestyle. (AAOD)

HIS 200A**Introduction to History****(3 credits)**

This course identifies and addresses the key components necessary in the development of an historical context and the need for such a framework as a tool for understanding the present. Specifically, this course not only explores a variety of definitions of history, but also examines how historians work, how that work influences contemporary life, the impact of media on historical images, and how values and beliefs are shaped by the historical circumstances in which they occur. Rather than proceeding chronologically through the history of a nation or a civilization, this course focuses on themes related to the study of the past. These themes are universal and can be applied to an analysis of any particular nation, issue, or event. These themes include the nature of historical interpretation, the use and abuse of the past, historical research, common fallacies in historical thinking, and representative philosophies of history. (AAOD, AANA)

HUM 211A**Humanities Colloquy: War and Peace****(3 credits)**

An interdisciplinary approach to questions about war and peace, human aggression, conflict resolution, and the variety of Christian approaches to these issues. Readings in foundational philosophical perspectives are applied to issues involving war and peace. Discussion of the nature of human life is integral to the course. (AAOD)

HUM 310A**Ethics, Faith, Living, Learning****(3 credits)**

This course is an interdisciplinary consideration of the relationship of the Christian faith to aspects of the human condition. Students will be challenged to infuse a personal theological perspective into their thinking about the intellectual world of ideas, the self, and society. (BAC, BBA, BSHD)

MA 104A**Math Concepts and Applications****(3 credits)**

A course devoted to topics for liberal arts students emphasizing problem-solving. Topics covered may be sets and set logic, series and sequences and their application, graph theory, geometry, mathematics of finance, probability and statistics, number theory, or decision theory. Three or four of these topics will be covered during the class. (AAOD)

MOL 500A**Introduction to Accelerated Graduate Study****(1 credit)**

The intent of this course is to make students aware of graduate education expectations and responsibilities as well as the ethos of the Warner Pacific College community. The focus is on individual performance, goal setting, and time management related to success in higher education. Research methods, plagiarism, and use of APA for all written work will be reviewed. (MMOL)

MOL 501A**Organizational Leadership: Theory and Practice****(3 credits)**

Drawn from behavioral and social sciences, this course examines leadership theories, research, and models. It includes a 360-degree inventory of leadership behaviors and relationships, a personal assessment of emotional intelligence, an evaluation of what constitutes moral leadership, and the creation of an individual development plan. The Leadership Portfolio is begun in this class; the final version is presented at the concluding MOL 612, Integrated Organizational Leadership Capstone. (MMOL)

MOL 502A**Leading, Learning and Communicating in a Technical Society****(3 credits)**

This course provides an in-depth look at how technology tools and the Internet are impacting the way organizations and individuals lead, communicate, collaborate, share knowledge, and build ever-expanding communities of learning. The course also addresses the issues of leading organizations through the process of change as new technologies are implemented and people strive to adapt. (MMOL)

MOL 503A**Financial Environments of Organizations****(3 credits)**

This course provides a broad overview of the financial environment in which organizations function. It provides leaders with the critical financial interpretation skills needed to understand the impact of financial performance within their organization, as well as the impact of their decisions. Topics covered include: an overview of the general business environment, financial fundamentals, budgetary concepts, project analysis, and assessing the financial well-being of the organization. It will also enable students to utilize financial data for strategic planning. (MMOL)

MOL 504A**Systems Thinking and the Learning Organization****(3 credits)**

This course examines systems thinking and complexity theory as they relate to the concept of a learning organization. Through the lens of systems thinking, students will focus a study of organizational complexity, problems, and conflicts. The course will articulate the principles, applications, and practices of a learning organization and its competitive advantage in a dynamic, changing, global context. It will also discuss the role leadership plays in allowing an organization to understand itself and to interact effectively while holding firmly to its values. (MMOL)

MOL 600A**Organizational Ethics, Values, and the Law****(3 credits)**

This course provides an overview of the ethical, legal, and value-based environments in which organizations operate. Course readings and activities encourage the development of a perspective that includes respect for and understanding of the role of values, ethics and diverse legal and regulatory systems in shaping leadership style and organizational performance. Given the increasing globalization of business, issues include also an examination of culture and diversity factors. (MMOL)

MOL 601A**Leading Change and Transformation****(3 credits)**

This course presents the major theories, models, and best practices related to leading change and transformation, including the context of change, why people seek change and transformation, barriers to organizational change effort, and a variety of change interventions and best leadership practices with attention to the moral and spiritual consequences of responding to change. The leader as change agent is emphasized and techniques such as human process interventions, techno-structural interventions, human resources interventions, and strategic interventions are discussed. (MMOL)

MOL 602A**Leading High Performance Teams****(3 credits)**

This course explores the research, theories, and models of team performance, including the design and maintenance of high performance leadership in organizations. Using assessments, simulations, case studies, and discussion, the course examines personality type, power and influence, trust, risk-taking, motivational strategies, communication style, and team dynamics. (MMOL)

MOL 604A**Legal and Regulatory Environment of Business****(3 credits)**

An examination of the legal environment and its effect on organizational decisions and operations. Contracts, commercial and consumer law, and ethical awareness in corporate life are studied as guidelines for executive actions that produce a moral organizational culture where the spirit of the law is as important as the letter of the law. The role of public policy and governmental regulation is also examined. (MMOL)

MOL 610A**Coaching, Mentoring, and Conflict Resolution****(3 credits)**

This course surveys the latest theories, models, research, and best practices related to coaching, mentoring, counseling, and conflict resolution including consideration of models based on Christian perspectives. It covers diverse performance models, performance management, performance appraisal, mentoring, power and influence, and negotiation, as well as training and interventions and their effectiveness on performance. Students are provided opportunities for practicing and receiving feedback on their degree of mastery of skill levels in these areas. (MMOL)

MOL 611A**Problem Solving and Decision Making****(3 credits)**

This course explores various contemporary theories and practices for effective decision making in organizations. Various models and frameworks for analyzing problems, including the major stakeholder model and SWOT analysis, are examined. Strategic planning and analysis will be informed through use of appropriate research methods, building appropriate problem-solving skills through collecting, analyzing, and interpreting data. (MMOL)

MOL 612A**Integrated Organizational Leadership Project****(3 credits)**

This course concludes an extensive, long-term inquiry and formal study that integrates key learning components into a final paper and report. Students choose a specific problem or change initiative within their own or another organization and examine it in light of the material covered in previous courses. Introduced in MOL 502, this group project is conducted under the guidance of WPC ADP faculty, is formally reviewed half way through the program, and is presented to the cohort as part of this course. (MMOL)

PHS 100A**Environmental Studies****(3 credits)**

Using a variety of ecological studies the class will examine the relationship between the activities and evolution of humans and the environment. The class will study the impact and influence that the environment has had on human culture. (AAOD)

PSY 100A**Foundational Elements of Psychology****(3 credits)**

This introductory course in psychology is designed to acquaint the student with psychology's major areas and issues. Included are aspects of human behavior, mental processes, emotional responses, and physiological reactions. The student will receive tools for thinking critically, a basic vocabulary for the study of psychology, and a foundation for further study in the social sciences. (AAOD)

PSY 110A**Principles of Adult Learning****(3 credits)**

This course provides an introduction to adult learning theory. Students will explore adult developmental issues and theories of motivation, as well as discover strategies and methodologies for increasing learning. The course goal is to assist students in enhancing their own learning and teaching skills. (AAOD)

PSY 430A**Counseling Theory****(4 credits)**

The study of the various theoretical approaches to counseling. An emphasis is placed upon the counseling process, establishing and maintaining the counseling relationship, use of diagnosis, testing, referral and other counseling tasks. (BSHD)

REL/SOC 350A**Religious Themes in American Culture****(3 credits)**

An examination of religious themes found in American culture, through film, television, music and other media. Particular attention is given to their meaning and application in human, family, social service, education and religious organizations. (BAC, BBA, BSHD)

SA 200A**Interpersonal Communication****(3 credits)**

Communication and relationship education, with focus on speaking and listening skills, and upon conflict management and resolution in a variety of relationships in the home, school, church, and on the job. Each of the relationship skills will be examined in light of the Christian faith.

(AAOD)

SS 352A**Cultural Studies****(3 credits)**

A study of the theories of origin and aims of human society, including comparative examination of cultural patterns, growth and change, through analysis of select primitive and advanced societies with an emphasis on physical environment, social structure, religion and language development. Included are questions of interpretation and meaning in media, art, and cultural objects and activities. Students examine how people use different kinds of social texts to understand and organize their experience of the world. (BSHD)

SS 380A**Conflict Resolution****(3 credits)**

A course focusing on conflict management theory and practice. Strategies for resolving interpersonal, group and organizational conflicts productively are explored with applications in prevention, effective communication, problem-solving and negotiating. Opportunities for conflict assessment and intervention will also be provided. (BSHD)

SS 391A**Research Design and Applied Statistics****(3 credits)**

An overview of the major principles of data gathering, statistical analysis, and evaluation. Students will be shown methods for defining, researching, analyzing, and evaluating problems, as well as the skills necessary to critique journal articles containing research. (BSHD)

ADP ACADEMIC POLICIES AND PROCEDURES

ACADEMIC COUNSELING

Academic counseling will provide students with an understanding of their academic status, the requirements they must satisfy for the completion of their degree program, and various methods by which they can complete the requirements.

Each student will be assigned an academic counselor. The role of the academic counselor is to assist the student in developing a degree plan and in making any enrollment changes, and to support and encourage students toward their educational goals. All ADP undergraduate students have opportunities to meet with their academic counselor after they are admitted to the program and throughout their program. Graduate students may also meet with their academic counselor as needed.

Undergraduate students are required to develop an academic degree plan with their academic counselor prior to the end of the second course in their program. The purpose of the degree plan is to identify all requirements for a bachelor's degree and the means by which the student will fulfill those requirements.

ATTENDANCE POLICY

Faithful attendance in an accelerated degree program is integral to student success. This educational model includes much more than just an expert or academician distributing his/her knowledge to a class of students. The instructor serves as a facilitator of learning, and small group relationships are developed so that collaboration, participation, and teamwork are key ingredients in the learning process. Therefore, attendance at class meetings and participation in learning team meetings is required.

Class Meeting Attendance

While the expectation and desire is attendance at all scheduled meetings, students may miss one class session when an absence is unavoidable. Missing two hours or more in any class meeting or combination of class meetings (whether by arriving late or leaving early) is considered one absence. If a second absence occurs, a student will not be eligible to receive a passing grade. Absences must be arranged with the instructor before the class meets.

In extreme circumstances (extended illness, surgery, family crises, etc.), a leave of absence may be granted (see Leave of Absence Policy). The student should contact their Academic Counselor as soon as he or she becomes aware of a potential need for a leave of absence.

Students who register for courses outside their regular cohort study and do not attend the first class meeting, will be charged for that class meeting and the next day will be administratively withdrawn from that course. Students are strongly encouraged to note course start dates and book pick-up dates for all courses for which they are registered.

Grading

Absences from class or learning team meetings will be considered by the instructor in grading. Grade points may also be reduced for students who exhibit a pattern of excessive tardiness, or are non-participative in class or in Learning Teams. The percentage deducted is either notated in the syllabus or is at the discretion of the instructor. Participation points for in-class activities are deducted for ALL absences and tardiness.

Participation standards are set by the faculty member for the course. There may be an assigned percentage of the total grade for participation depending upon the design of the course and the need for active classroom discussion.

LEARNING TEAMS

The foundation of educational philosophy and practice at Warner Pacific College is the recognition of the distinction between the younger college student and the student who has assumed the adult responsibilities of self-determination, financial independence, and professional development. Historically, WPC has successfully used a learning team approach with our adult students in the evening programs. Teamwork has been shown to be a best practice in education, and is also used in organizations of all types as a best practice in the workplace. In light of this, our intent is to provide opportunities for student self-direction on individual assignments while also creating opportunities to work cooperatively on team assignments such as papers, projects, and presentations for the enhancement of learning experiences in the ADP.

Learning Teams are usually comprised of three to five students. Instructors may adjust team membership as needed to achieve the goals of the course.

Learning Teams are expected to make contact weekly both in and out of class beginning with Workshop One in each course. The means of contact can take several forms but is required to meet the objectives of the team assignments. For example, outside of class, contact may take one, or all of the following forms:

- Before or after class or at break on class night
- Another agreed upon time and place during the week
- Telephone conference
- E-mail exchange of work product, questions, discussion
- Chat room format (set up by group members)

Outside of class face-to-face meetings must be held in an open and public place such as the facilities at the WPC East Campus during open hours, the Linn Library at the WPC Main Campus, a public library, etc. Team meetings MAY NOT be held in homes of team members or any other venue that would be considered “private”.

The Adult Degree Program realizes that students have different learning styles and time schedules and sometimes it is challenging to conform to the needs of the team to the needs of the assignment. We encourage students to work through these challenges together and to positively encourage each other through completion of team assignments.

ASSESSMENT CRITERIA

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

GRADING EXPECTATIONS AND RUBRICS

Grading Policies

The quality of academic work is measured in terms of letter grades and numerical grade points.

Grade	Description	Grade Points
A/A-	Superior	4.0
B+/B/B-	Excellent	3.0
C+/C/C-	Satisfactory/Average	2.0
D+/D/D-	Minimum Competence	1.0
F	Failure	0.0
P	Pass	0.0
NP	No Pass	0.00
R	Registrar received no grade	0.0
W	Withdraw	0.0
X	No Basis for Grade	0.0
Au	Audit	0.0

The faculty member will take into consideration the following criteria when assigning a letter grade for the course:

- Individual homework
- Learning Team homework
- Individual presentation(s)
- Learning Team presentation(s)
- Quizzes and examinations
- Learning Team evaluation(s)

- Other stated requirements, such as reports, term papers, book reports, and notebooks, as assigned by the faculty member

These factors represent the degree of mastery of the course. The specific course requirements are established by the faculty member, along with the weights of each factor for the course. These will be distributed in class session one. Student must earn a C- or better in upper division courses within their major.

Late Work Policy

Students are expected to complete all assignments as scheduled; details to be found in each course syllabus.

- The instructor determines whether or not late work for the course will be accepted and appropriately communicates that to the students at the beginning of the course.
- Late work, if accepted, will be reduced by at least 20% per week late.
- Work will not be accepted if submitted more than one week after the end of the final workshop in the course.
- An assignment is deemed late if submitted after the deadline for that assignment as specified in the syllabus.

Course Assignments

The instructor reserves the right to change an assignment or assignment due date if doing so contributes to the achievement of course objectives and outcomes. Students will be notified in advance of any such changes.

Pass / No Pass Grades (UNDERGRADUATE DEGREES Only)

No more than 12 semester credits may be taken P/NP to apply toward graduation. To earn a “P”, the student must complete the requirements of the course with at least the equivalent of a “C” letter grade.

Students may elect to take a maximum of four of the following five courses in the Associate of Arts degree program on a pass/no pass basis:

- HHK 151 Health and Fitness for Adults
- BUS/REL/SOC 290 Ethics, Social Issues and Responsibility
- HIS 200 Introduction to History
- FA 200 Introduction to the Arts
- EN 120 Introduction to Literature

Students may elect to take the following courses in the bachelor degree programs on a pass/no pass basis, providing the 12-credit limit has not already been reached before entering the bachelor program:

- HUM 310A Ethics, Faith, Living and Learning
- REL/SOC 350 Religious Themes in American Culture

Submission of Grades and Grade Reports

Instructors are required to submit to the Associate Registrar the final course grades for each course no later than two weeks after the last class of the course. Students will receive a grade three weeks following the end of a course. Once recorded, a grade of “A through F” can be changed only in the case of clerical or computational error.

ACADEMIC APPEALS AND PETITIONS

Appeals and petitions fall into three general categories: 1) appeals of grades; 2) petitions regarding application of general academic policies; and 3) petitions regarding application of ADP policies. Policy appeal petitions are processed through the Student Services Office in the Adult Degree Program. See section on Grade Appeals for additional information. Petition forms are available from academic counselors or in the Student Services Office.

Grade Appeals

It is the student’s responsibility to bring to the attention of the instructor any error in grades received and must be done within one month of grade distribution. When appropriate, the instructor will submit the grade change to the Associate Registrar.

Further resolution of grade appeals is handled at the lowest possible level. The student must discuss the situation with the instructor involved. Should the discussion with the instructor not resolve the issue and the student decides to appeal further, a grade appeal process must be initiated. Students should consult with their academic counselor and follow the steps listed below:

1. The student meets with the instructor to discuss the situation within one month of grade distribution. If no resolution is reached, step two is followed.
2. A written statement describing the situation is submitted to the Dean of the Adult Degree Program. The Dean will meet with both the student and the instructor to resolve the issue. Should the issue not be resolved at this level within three months and the student or the instructor wish to appeal further, step 3 is followed.
3. The student or the instructor files a grade appeal with the Dean. The Dean will request pertinent information from all parties involved and make a decision for resolution. Should the student or the instructor disagree with the decision, either party may appeal to the ADP Academic Policies Committee (step 4).
4. A petition in writing is submitted by the student or instructor to the ADP Academic Policies Committee. The petition will describe the issue involved and the steps taken toward resolution. After receiving appropriate documents from the parties involved in steps 1-3, the Committee will hold a hearing on the petition. Parties to the dispute will be

granted an opportunity to present their cases and to questioning. After reviewing the evidence, the Committee will render its decision. The decision of the Committee is final; no further avenue of appeal is available. The decision of the Committee will be in writing and will remain on file in the student's permanent file and in the office of the Dean. All appeal processes must be completed within six months of the date of grade distribution.

HONORS

A Dean's List is published each semester in recognition of undergraduate students completing 12 or more letter grade credits and receiving a minimum grade point average (GPA) of 3.5 in all courses attempted that semester. For ADP, the Spring Dean's List is based on credits completed between November 1 and April 30; the Fall Dean's List is based on credits completed between May 1 and October 31. Credits taken P/NP are eliminated from this calculation. Thus, a person taking 12 credits of which three are P/NP, would not be eligible for Dean's List consideration.

Bachelor degree candidates with qualifying GPAs who have completed at least 45 semester credits at Warner Pacific receive confirmation of honors at graduation. The "career" (cumulative) GPA appears on the student's transcript and is used to calculate the minimum GPA for graduation and qualification for honors at graduation. The career GPA is based on all courses attempted (both Warner Pacific and transfer) which are applicable toward graduation at Warner Pacific.

Honors at graduation and class rank are determined solely on GPA earned:

Cum Laude	3.50-3.74
Magna Cum Laude	3.75-3.84
Summa Cum Laude	3.85-4.00

INDIVIDUALIZED PROGRAMS

The accelerated format of the ADP cohort model is specifically designed to maximize the learning potential of working adults. A student wishing to accelerate the degree program even further by concurrent participation in two cohorts should discuss the possibility with his/her academic counselor. Should the student and academic counselor agree to an accelerated option, the proposed degree plan must be approved by the Dean. The Dean's decision will be based on the student's prior academic performance, with special attention to coursework completed in the ADP.

ACADEMIC INTEGRITY

Warner Pacific College seeks to support and promote qualities of academic honesty and personal integrity. Serious offenses against the college community include cheating, plagiarism, and all forms of academic dishonesty. Any student who knowingly assists another student in dishonest behavior is equally responsible.

Academic violations and dishonesty are defined as the deception to others about one's own work or about the work of another. Examples of academic violations include, but are not limited to, the following:

1. Submitting another's work as one's own or allowing another to submit one's work as though it were his or her own.
2. Failure to properly acknowledge authorities quoted, cited, or consulted in the preparation of written work (plagiarism). All work submitted by a learner must represent his or her original work. Outside sources used as references should reveal the name and source and the extent to which the source is used.
3. The use of a textbook or notes during an examination without permission of the faculty member.
4. The receiving or giving of unauthorized help on assignments.
5. Submitting for credit a borrowed or purchased paper.
6. Unauthorized multiple submissions of papers.
7. Defacing or unauthorized removal of course materials or equipment from the classrooms, offices, or library.
8. Signing the roll for someone who is not present in class.
9. Tampering with experimental data to obtain a "desired" result or creating results for experiments not done.
10. Tampering with or destroying the work of others.
11. Lying about academic matters.
12. Falsifying college records, forms or other documents.
13. Unauthorized access of computer systems or files.
14. Violating copyright of any form of media.

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

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

If a satisfactory resolution is not reached after these actions have been taken, either faculty or student may refer the matter to the ADP-Academic Policies Committee for resolution, which will address the issue using the regularly established procedures for academic appeals.

If either faculty or student is not satisfied with the action of the ADP-Academic Policies Committee, in conformity with standard procedure an appeal may be made to the President.

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

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

SATISFACTORY PROGRESS

A student is expected to make satisfactory progress toward a degree by maintaining a minimum 2.00 GPA in WPC program coursework (3.00 in master degree programs), and by earning a “C-” or better in all major upper division requirements leading toward a baccalaureate degree. Satisfactory progress in the graduate program requires the completion of all coursework with a grade of “B-” or better.

An undergraduate student will be placed on "Academic Warning" when a grade lower than “C-” is earned and/or when a student’s WPC program GPA falls below 2.00. It is suggested that a student on "Academic Warning" meet with the academic counselor within one week of the warning to formulate a plan for improving academic performance. A student in a graduate program will be placed on “Academic Warning” when a grade lower than “B-” is earned and/or when a student’s cumulative GPA falls below 3.00.

Students on Academic Warning are limited to taking only one ADP course at a time.

If a student in a bachelor degree program earns below a “C-” grade in a major upper division course requirement or in EN 200A, the course must be repeated. Students who need to repeat a course should consult with financial aid, since financial aid may be impacted. Disbursement of financial aid funds, after the initial disbursement, will be delayed until all credits in the prior payment period have been completed and grades have been recorded.

At the end of the next WPC program course, the Associate Registrar will conduct a status review. If the undergraduate student’s WPC program GPA is above 2.00 and the course has been successfully completed with a “C-” or better, the student's "Academic Warning" will be dropped. If the WPC program GPA remains below 2.00 or if the student fails to earn at least a “C-” in the next program course, the student will be placed on "Academic Probation.” Master degree students will be reviewed similarly: if the course has been successfully repeated with a “B-” or better and/or if the Warner Pacific cumulative GPA is above 3.00, the student’s Academic Warning will be dropped.

Failure to maintain satisfactory progress may affect a student's eligibility for financial aid and continuance in the program. In summary, the three stages of unsatisfactory progress are as follows:

- Warning – Occurs when an undergraduate student fails to earn at least a “C-” in any course or the WPC program GPA falls below 2.0; or when a graduate student fails to earn at least a “B-” in any course or the WPC program GPA falls below 3.0.
- Probation – Occurs:
 - when an undergraduate student on Academic Warning fails to earn at least a “C-” in the next WPC program course, or when the WPC program GPA remains below 2.0.

- when a graduate student on Academic Warning fails to earn at least a “B-“ in the next WPC program course, or when the WPC program GPA remains below 3.0.
- during the first three courses for students admitted with academic forgiveness.

In all cases, the student will meet with his or her academic counselor (master degree students meet with Coordinator of Academic Counseling and Academic Support) to discuss the student's continuance in the program. The student and academic counselor will design a written plan with goals and timelines for improvement which, if not met, may result in academic dismissal from the program.

Students on Academic Probation are limited to taking only one ADP course at a time.

The student’s probationary status ends when:

- the undergraduate student earns a grade of at least “C-“ in the next course, and the WPC program GPA rises above 2.00.
- the graduate student earns a grade of at least “B-“ in the next course, and the WPC program GPA rises above 3.00.
- the student admitted with academic forgiveness completes the first three program courses with a WPC program GPA of 2.0 or higher.

Academic Dismissal – may occur when:

- an undergraduate student on Academic Probation fails to earn at least a “C-“ in the next WPC program course, or when the WPC program GPA remains below 2.0.
- a graduate student on Academic Probation fails to earn at least a “B-“ in the next WPC program course, or when the WPC program GPA remains below 3.0.
- a student admitted under the Academic Forgiveness Policy fails to earn at least a C- in each of the first three courses in the program.

Academically dismissed students will be notified in writing after course grades have been submitted by the instructor. Should the student wish to request reconsideration of the dismissal, a written petition must be submitted to the student’s academic counselor within one week of the date on the letter of dismissal. The petition will be reviewed by the ADP Academic Policies Committee, and a written decision will be sent to the student. Petition forms may be obtained from the academic counselors or in the Student Services Office.

Appeals for Readmission

Those academically dismissed students who do not petition for readmission, or whose petitions are denied may appeal for readmission after a period of three months from the date of disqualification. At that time, a petition should be submitted to the Adult Degree Program Admissions Review Committee explaining:

- the reasons for the academic deficiencies
- the manner in which the intervening time has been spent
- how the student intends to improve academic performance if readmitted
- why the student should be given favorable consideration for readmission

Readmission candidates must be in good financial standing at Warner Pacific College, must be clear of any Warner Pacific College registration holds. Petition forms may be obtained from the academic counselor or in the Student Services Office.

CHANGE IN ENROLLMENT STATUS

ADDING / DROPPING COURSES

Students requesting to withdraw from an individual course must do by contacting their academic counselor, who will draw up a Course Schedule Change (CSC) form, which requires the student's signature. A student may withdraw from a course (considered a break in enrollment, not a leave-of-absence), and continue to be registered in the remaining program courses. Students requesting an individual course withdrawal need to meet with a financial aid counselor, since financial aid may be impacted. An individual course withdrawal may or may not also be an approved Leave of Absence; in order for a Leave of Absence to be valid, the request must be made prior to the last night of attendance and approved by a member of the financial aid department. See page 61 in the ADP Bulletin for policies and procedures governing the Leave of Absence.

The date of determination on the CSC form is the date used in determining if any tuition refund is due (see the Tuition Refund Policy, pages 79-80).

If the student fails to return to the next course in which he or she is expected, an administrative program withdrawal will be processed the day after the first night of that course. Tuition will be charged for the first class session.

Two-week courses: Students may withdraw from a course before the second hour of the first class session. If the student withdraws from a course prior to the first class meeting, there will be no record on the transcript (called a "drop"). After the first class session begins, a "W" will be entered on the student's transcript. Students may not withdraw from a two-week course after the first class meeting. In order to withdraw from a two-week course, a student must inform the ADP receptionist their intent to withdraw from the course within the first hour of the class session (no later than 7 PM). The ADP receptionist will attempt to contact the student's academic counselor; otherwise, they will write down the name of the student, the course they are withdrawing from and the date and time of contact. The academic counselor will follow up with the student to sign the appropriate paperwork.

Five-week courses: Students may withdraw from a course before the third class meeting. If the student withdraws from a course prior to the second class meeting, there will be no record on the transcript (called a "drop"). After the second class meeting, a "W" will be entered on the student's transcript. Students may not withdraw from a five-week course after the beginning of the third class meeting.

Six-week courses: Students may withdraw from a course up to the fourth class meeting. If the student withdraws from a course prior to the third class meeting, there will be no record on the transcript (called a "drop"). After the third class meeting, a "W" will be entered on the student's transcript. Students may not withdraw from a six-week course after the beginning of the fourth class meeting.

Seven-week courses: Students may withdraw from a course up to the fourth class meeting. If a student withdraws from a course prior to the third class meeting, there will be no record on the transcript (called a "drop"). After the third class meeting, a "W" will be entered on the student's transcript. Students may not withdraw from a seven-week course after the beginning of the fourth class meeting.

Eight-week courses: Students may withdraw from a course up to the fourth class meeting. If a student withdraws from a course prior to the third class meeting, there will be no record on the transcript (called a "drop"). After the third class meeting, a "W" will be entered on the student's transcript. Students may not withdraw from a seven-week course after the beginning of the fourth class meeting.

Weekend courses: Students may withdraw from a course up to Noon (12 PM) of the first Saturday session. Students must tell the site person that they are dropping the course by Noon (12 PM) of the first Saturday session. The site person will write down the student's name, the course from which they wish to drop, and the date and time of contact. If a student withdraws from a course prior to the beginning of the first Saturday session, there will be no record on the transcript (called a "drop"). After the first Saturday morning session begins, a "W" will be entered on the student's transcript. Students may not withdraw from a weekend course after Noon (12 PM) of the first Saturday session.

APPROVED LEAVE OF ABSENCE (LOA)

A Leave of Absence is a planned temporary break in a student's attendance, and therefore must meet certain conditions in order to be counted as an interruption in a student's education. If the conditions are not met, the student is considered to have temporarily withdrawn from school and a return of Title IV funds (financial aid funds) calculation must be performed. Students may obtain a form from their academic counselor. The form is completed in the order as stated. In order for a LOA to qualify as an approved LOA, the following requirements must be met:

- The student must apply for the LOA in advance (i.e. before ceasing attendance). On a case-by-case basis, unusual circumstances preventing the student from applying for the LOA in advance may be considered
- Warner Pacific College must have a reasonable expectation the student will return from the LOA.
- Student must return to class in the first workshop to be considered returned from LOA. Instructor documents the return on the attendance sheet.
- WPC may not assess the student any additional charges, the student's need may not increase, and the student is not eligible for any additional federal student aid.
- WPC permits a student to return to class before the expiration of the LOA.
- The student LOA request must be submitted in writing and include a reason for the request.
- The LOA form must be complete with all required signatures and dates.
- The number of days in the approved LOA, when combined with the number of days in all other approved LOAs, may not exceed 150 days in a 12 month period.

- Students receiving Title IV and/or HEA loans must receive counseling prior to granting the LOA of the effects the student's failure to return from the LOA may have on the student's loan repayment terms.
- If conditions for an approved leave of absence are not met, the student is considered to have temporarily withdrawn from school and a return calculation is performed (see current WPC Catalog).
- Title IV program assistance is not available for repeated coursework.

PROGRAM WITHDRAWAL

A student who finds it necessary to withdraw from the program must contact his/her Academic Counselor to complete a Program Withdrawal Form. Signatures on the form must include student, academic counselor, financial aid counselor, associate registrar, and financial services representative. The date of receipt of written notification will determine the exit date. Students receiving financial aid through any of the Title IV programs must consult with a financial aid counselor prior to withdrawing. See section on ADP Refund Policy to understand impact of withdrawal.

In addition to the federal requirements published in the Warner Pacific Catalog, the following procedures apply in the case of a student withdrawing from an ADP course and/or the Program:

- If a student will be out of attendance for more than 35 days, a Return of Title IV Funds must be performed, based on the last attendance date.
- Any unearned funds will be returned to the lender, or in the case of grant money, to the government.
- If all funds have been earned, the student may have a credit balance that will be paid to him or her directly. Students then have the option to return the money to their lender
- Any unused funds are added back into the student's aid eligibility for the current academic year.

Students wishing to temporarily withdraw from the program must successfully complete all the credits in the current payment period as of the date of withdrawal in order to qualify for additional federal aid. When a temporarily withdrawn student returns to Warner Pacific College within 180 days, any funds that have been sent back can be requested again, and the student must complete the credits that aid was intended to cover before new funds can be disbursed.

ADMINISTRATIVE PROGRAM WITHDRAWAL

Students may be administratively withdrawn from the program for academic misconduct, student misconduct, non-attendance, non-payment of tuition or fees, failure to remove a condition of exception for regular admission, failure to return from a leave-of absence, or failure to return from an individual course withdrawal. Students may also be withdrawn for being disruptive in class or not participating in their learning teams.

Warner Pacific College reserves the right to deny admission, continued enrollment, or readmission to any applicant or student whose personal history and background indicate that his

or her presence at Warner Pacific would endanger the health, safety, welfare, or property of the members of the academic community or interfere with the orderly and effective performance of the college's functions. Appeals should be addressed to the Dean of the Adult Degree Program.

VANISHED STUDENTS

Vanished students are those students who stop attending classes and do not formally withdraw from the program. When a student stops attending classes, fails to complete a withdrawal form, and fails to communicate or respond to communication from academic counselors, faculty, and/or staff, the student will be administratively withdrawn from the program. The student will be administratively withdrawn after the student has been out of attendance for 35 days or the day after the first two class sessions of their next course in the program, whichever occurs first. The student's grade and tuition charges will be calculated appropriately, per the date of the administrative withdrawal.

PROGRAM RE-ENTRY

Students who have been out of attendance for less than one year and wish to re-enter the program will meet with an academic counselor and complete a new degree plan and re-enroll. Students who have withdrawn or been out of attendance for more than one year who wish to re-enter the program may be re-admitted upon completing an appropriate re-application form. In either case, readmission candidates must be in good standing academically and financially at Warner Pacific College. They also must be clear of any Warner Pacific College registration holds. Applicants not in good standing in any of these categories will be referred to the ADP Admissions Review Committee. Re-entry into a cohort will be based, in part, on available space in the appropriate class. Readmitted students are required to complete the degree requirements specified in the current ADP Bulletin at the time of re-entry. Any Core requirements specific to class standing must be completed at the level at which they originally entered Warner Pacific.

At the beginning of re-entry, students wishing to re-enter the program are assessed any tuition and fees in effect. Students who retake a class for which they have previously received textbooks, are responsible for any curricular changes made during their absence, including new textbooks and materials. Re-entering students will be advised concerning any curriculum changes and will be enrolled in the appropriate course sequence. Prior to re-entry, all official transcripts from other institutions attended must be on file in the Student Services Office.

Previously returned federal student aid funds may not be immediately available upon reentry. Please see the Financial Aid Office for details. Any charges not covered by financial aid must be paid according to Business Office policies.

STUDENT RECORDS

CONFIDENTIALITY OF STUDENT RECORDS

Warner Pacific College adheres to a policy of protecting student rights to restrict release of personal information within their college records. The privacy and confidentiality of all college records shall be preserved. Official student academic records, supporting documents and other records shall be maintained only by members of the Warner Pacific College staff employed for that purpose. Transcripts of educational records which contain information only about academic status are maintained by the ADP Associate Registrar and are transferred to the Registrar in the Records Office at the time of the student's graduation. Access to his/her records is guaranteed to every student. The Registrar or a designee will advise a student of procedures for handling a request for correcting errors in the records.

Disclosure of a student's records to faculty or administrative officers shall be for internal educational purposes, routine administrative and statistical purposes, or legitimate inquiries made by instructors in order to guide the student in a specific academic area.

Information from a student's records will not be released to anyone outside the institution except with the prior written consent of the student or upon presentation of a court order or subpoena. This includes grades and class assignments. Confidential Release forms requiring the student's signature are available in the Student Services Office.

Grade reports will be delivered to students through the class mail pouch by the third class meeting of the next course in the program. If a student is absent, the grade will be mailed. Grades for the final cohort course will be mailed. Students who have questions about their grade records or any of the registration procedures should inquire at the Student Services Office. To maintain confidentiality of student records, only authorized persons presenting identification may review a student's file. Information pertaining to grades or student records, except for directory information, will not be released over the telephone.

ADDRESS/PHONE/NAME CHANGE

Students making an address, phone, or name change should provide printed documentation to the Student Services Office at the time of the change.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Warner Pacific College abides by the Family Educational Rights and Privacy Act of 1974, Sec. 438, PUB. L90-247, as amended, which sets forth requirements for the protection of students' rights to privacy in their educational records and gives them the right to inspect such records to seek correction of errors. This statement serves as notice to all students of their rights under the law.

DIRECTORY INFORMATION

The College considers the following items to be student directory information and verifiable to anyone upon request:

- name
- photograph
- date of birth
- campus e-mail address
- educational institutions previously attended
- current city of residence
- status as full or part-time student
- dates of attendance
- major field of study
- degrees and awards received
- participation in recognized activities and sports

Records NOT released include anything personally identifiable such as:

- address
- telephone number
- Social Security Number
- grades
- schedule
- GPA

Students who do not wish to have directory information released by the college must file that request in the Student Services Office. Such requests will be maintained for the duration of the student's enrollment at Warner Pacific College.

GRIEVANCE POLICY

The term "grievance" is broadly defined to include a dispute about a decision or action reached or taken by a staff or faculty member at Warner Pacific College in the course of their performed job duties. This process may also be used to address issues between students. This policy does not apply towards grade appeals as those are outlined elsewhere (see section on grade appeals, page 53). This process is not intended to apply to complaints or problems related to alleged discrimination and/or harassment that is prohibited by law. Any concern regarding harassment or discrimination should be handled in accordance with the Discrimination and Harassment Grievance Process described in the student handbook, *The Squire*, available on the Warner Pacific website.

Purpose

The purpose of this procedure is to provide in the spirit of Christian charity an orderly method of resolving grievances. Therefore, this grievance procedure calls for a determined effort to settle

differences at the lowest possible level in the procedure, and, to the greatest extent possible, to hold meetings or discussions regarding grievances at such time as not to interfere with the student's academic responsibilities.

At each juncture, all parties should keep notes, and a written summary of the issues and their resolutions should be prepared by the mediating agent (at each grievance level) and distributed to all concerned parties. This report should include: a description of the agreed upon issue(s) of the conflict; the positions of the parties involved; the points of agreement; the remaining points of conflict, if any; the proposed resolution; and a statement of the next level of appeal available to the aggrieved party.

This grievance procedure should be pursued as expeditiously as possible with each necessary step to be completed within thirty (30) calendar days, or longer upon agreement of all parties involved. The aggrieved party(ies) has fourteen (14) calendar days after receiving the mediator's report to appeal the grievance to the next step.

Procedure

The specific steps of the grievance procedure are listed below. When the grievance involves any of the administrators at the following steps one (1), two (2), three (3), four (4), and five (5), that person shall exempt him/herself from the proceedings.

1. When a member of the student body has a grievance against a member of the staff or faculty, he/she shall meet with that person in an attempt to resolve the matter.
2. If there is no satisfactory resolution at the first step or if the dispute involves a policy, the aggrieved party may go to a Dean of the Adult Degree Program with the grievance. At that time the Dean reviews the previous step taken, the grievance at issue, and searches for an amicable settlement of the grievance. This search will involve a meeting with all parties to the grievance whether individually or as a group. A written statement will be the basis for the beginning of step three if that step is necessary.
3. If there is no satisfactory resolution at the second step, the aggrieved party(ies) will contact the Chief Academic Officer to continue the process toward resolution. The written report, along with an interview of the parties to the grievance, is conducted by the Chief Academic Officer who acts as a mediator seeking to determine the facts and to resolve the grievance.
4. If there is not satisfactory resolution at step three, the aggrieved party(ies) may appeal in writing to the President who will review all the documents of the foregoing stages, conduct his/her own inquiries and render a decision.

COMMUNITY AGREEMENT

Community can be achieved, but it requires open, honest, caring communication; sacrifice and loving adjustment in personal liberties; and a positive desire to help others develop their potential. To achieve community, Warner Pacific students willingly commit to the responsibilities and privileges of community life. Commitment is a two-way street. As students commit to the ideal of Christian community, Warner Pacific College makes a commitment to provide a positive model of Christian living. The college makes a commitment within the spirit of Christian concern for others to fairness, justice and equitable treatment of all students.

LIFESTYLE STANDARDS

Warner Pacific College's goal is to help students live by biblical standards of moral integrity, social consciousness, and personal health, reflecting positive Christian values. As persons in process, not "finished products," and not desiring to disregard individual conscience or legislate moral behavior, responsible Christian choices are encouraged in all decisions as reflected in:

- upholding biblical standards of moral behavior in individual and public lives
- obeying local, state, and federal laws
- abstaining from use of illegal and non-prescription controlled substances
- being a positive representative of the Warner Pacific "community."

While on campus, involved in campus activities, or representing the College in any way, students are required to:

- abstain from the use of tobacco
- abstain from the use of alcoholic beverages
- refrain from gambling
- refrain from participation in any activity which would disrupt the educational process

Use of tobacco anywhere on the Mt. Tabor campus is prohibited as well as within Centre 205 and all other ADP off-site locations. Designated smoking areas at Centre 205 and other off-site locations will be identified during the cohort orientation. Smoking adjacent to the entrance to any ADP site is prohibited.

Response

By enrolling in the Adult Degree Program, students agree to live out this Community Agreement during their tenure at Warner Pacific College. Students also understand they have a responsibility to their fellow students and to faculty to interact with them on a basis of mutual respect that emanates from a Christian perspective of the worth and dignity of each person in the eyes of God. Students understand that they are expected to adhere to the highest standards of honorable conduct in matters both personal and academic while a student at Warner Pacific College.

SERVICES AVAILABLE TO STUDENTS

ADP OFFICES AND FACULTY COMMUNICATIONS

WPC students have access to the WPC computer network for both e-mail and research purposes. At Orientation, the student's e-mail account and password are established. Professors communicate via e-mail through the WPC system.

Faculty office hours vary according to individual assignments. Not all faculty are on campus or in offices each day. However, it is reasonable for a student to expect a response to a voice mail or e-mail message Monday through Friday within 48 hours of leaving the message. If it is an emergency, contact the ADP Office at 503 – 517 - 1550.

It is the goal of ADP Student Services to respond to voice and e-mails as soon as possible but at least within 48 hours Monday through Friday. Problems in this regard can be addressed to the Dean of ADP.

If a student encounters problems accessing the WPC network or his or her e-mail account from off-campus, the student may contact the WPC Helpdesk at 503-517-1399.

ADA POLICY

Warner Pacific College shall operate its academic programs in accordance with the Americans with Disabilities Act.

Warner Pacific College will make reasonable accommodations for all individuals' documented disabilities, unless doing so would pose undue hardship for the institution. All new construction and purchased equipment will meet current ADA requirements.

SERVICES ON THE MT TABOR CAMPUS

Student Services on the main campus provides assistance in spiritual life, personal counseling, learning skills, student employment, career guidance and health. All counseling and assistance is strictly confidential, and, in most cases, without charge.

PARKING

All vehicles must be registered with the ADP Student Services Office. Vehicles parked in marked unauthorized areas or vehicles without permits will be ticketed. Students parked in "NO PARKING" zones and Fire Lanes may have their vehicles impounded at their expense.

FINANCIAL AID INFORMATION

POLICIES AND PROCEDURES

Financial Aid at Warner Pacific College complies with all appropriate Department of Education rules and regulations. There are many sources of financial aid for students. Students may contact the Financial Aid Office for information about any of the following:

- Federal Pell Grant
- Federal Subsidized Stafford Loan
- Federal Unsubsidized Stafford Loan
- Federal TEACH grant
- Federal Supplemental Opportunity Grant
- Federal Academic Competitiveness Grant
- Federal PLUS Loan for Parents
- Oregon Opportunity Grant
- Private Education Loan
- Outside Scholarship Resources

In order to receive a financial aid award, students must fulfill the following responsibilities:

- Admittance as a regular student to Warner Pacific College
- The correct FAFSA must be filed for each award year and payment period.
- Verification paperwork, if requested, must be completed prior to orientation night. If this is not accomplished, financial aid is delayed, and cash payment towards tuition and book charges may be required. Once the verification process is complete and a financial aid award is confirmed, tuition charges may be deferred according to Business Office policies.

Once an award has been received, students must maintain eligibility for future disbursements by complying with the Attendance Policy and the Satisfactory Academic Progress Policy.

Important Facts

- Financial aid should be used for educational expenses only.
- Breaks in attendance of more than 35 days require an approved LOA (Leave of Absence) in accordance with WPC policy.
- Satisfactory academic standing must be maintained to receive aid. Course failure delays pending disbursements and may also increase costs.
- An academic year at minimum consists of:
 - 24 academic credits and 40 weeks of instructional time for **week night undergraduate** programs.
 - 24 academic credits and 32 weeks of instructional time for **weekend undergraduate** programs.
 - 16 academic credits and 33 weeks of instructional time for **MMOL** programs.

- 13 academic credits and 30 weeks of instructional time for **MAT** programs.
- Loan and grant funds are applied in two disbursements per academic year.
 - The first disbursement occurs after the third night of the first course or when the student has completed all required paperwork whichever comes later.
 - The second disbursement does not occur until the student successfully completes one half the credits and one half the time in the award period.
- It is necessary to reapply for financial aid by filing another FAFSA two months prior to the start of each subsequent academic year.
- An academic year is extended as a result of failed or waived courses. This extension delays future aid eligibility and/or disbursements.

Standards of Academic Progress

Warner Pacific College is mandated to qualitatively and quantitatively monitor the academic progress of financial aid recipients. The standard is cumulative and includes all periods of enrollment, even those in which the student did not receive financial assistance. Students are expected to maintain at least a 2.00 cumulative grade point average (GPA) in undergraduate programs and a 3.0 cumulative GPA in graduate programs, and maintain at least full time enrollment. In the event that a student's performance is found to be unsatisfactory, the college notifies the student of their current status and the impact of this unsatisfactory progress on financial aid eligibility.

Qualitative Standard

Minimum Grade Point Average

Students are expected to maintain at least a 2.0 cumulative GPA in undergraduate programs and a 3.0 cumulative GPA in graduate programs. A student's GPA is officially checked at the end of each 12-credit attempted increment to ensure compliance.

During the student's first academic year of enrollment at Warner Pacific College, a student's cumulative GPA is calculated using only credits and grades earned at Warner Pacific College. Beginning with the second academic year, and subsequent years thereafter, the cumulative GPA is based on all credits attempted including transfer credits accepted toward degree completion by the college. The GPA is computed by multiplying the credit hours by the quality points earned for each grade received; the quality points for all courses recorded are totaled and the number is divided by the total number of credits graded. All courses are included in the computation except those in which a grade of "W" (Withdrawal) "P" (Pass) "NP" (No Pass) and "AU" (Audit) are received.

For courses retaken by the student, all grades remain on the transcript, but only the highest grade is counted in the GPA. Financial Aid cannot cover courses retaken to raise the student's grade.

Quantitative Standard

Maximum Accumulation of Credits

Each academic program publishes standard credit loads for completion. Students are eligible to receive financial aid for a maximum of 150 percent of the standard credit load required to complete the program. Credits accepted by the college toward the program are included in the calculation of attempted and completed credits in determining the total 150% timeframe. Designations such as “W” (Withdrawal), course grades of “I” (Incomplete), or “IP” (In Progress) are not considered satisfactory completion of a course. [668.16(e)(3)(ii)(B)] Once it becomes apparent that the student cannot complete his or her program within the 150% credit limit, the student’s aid is suspended.

Program	Published Program Length	150% Credit Limit
Associate	63 credits	93
Baccalaureate	124 credits	186
MMOL	34 credits	51
MAT	35 credits	52
MED	33 credits	49

Minimum Rate of Successful Course Completion

Students must earn at least 67% of the credits attempted. Satisfactory progress is reviewed in 12 attempted credit increments. Courses taken as Audit are not counted as attempted credits.

Credits Attempted	Minimum Necessary Credits Earned
12	9
24	17
36	25
48	33
72	49
96	65
108	73

Unsatisfactory Academic Progress

The Financial Aid Office monitors satisfactory academic progress as indicated by cumulative GPA. The cumulative GPA and cumulative credits earned are reviewed at the end of each 12-attempted credit increment, or at the time of withdrawal from the program. Students failing to meet satisfactory academic progress standards are placed on Financial Aid Probation and issued a letter alerting them to their status. A student granted probationary status is also monitored for academic progress at the time of disbursement. If the qualitative and quantitative standards are met at the end of the Academic Year, the probation status is lifted. A student on probation who fails to meet the academic progress standard at the time of review is placed on Financial Aid

Suspension and denied further assistance from Warner Pacific College and federal sources until the standard is met.

Appeals

Students failing to achieve minimum academic requirements or requesting special consideration due to mitigating circumstances are given the opportunity to appeal the loss of financial aid.

Appeals must be in writing to the attention of the Director of Financial Aid. The Financial Aid Advisory Committee adjudicates appeals. The student is notified in writing and all decisions are final.

Conditions for Reinstatement

A student must, without the benefit of financial aid, complete a 24-credit increment with a minimum GPA of 2.0 for reinstatement. The student may reapply by written appeal for financial aid for the following 24-credit increment. Incomplete grades affecting financial aid standing may be reviewed through the appeals process.

TUITION AND FEES

(For cohorts starting between June 1, 2009 and May 31, 2010)

TUITION

DEGREE PROGRAM	CREDITS	TUITION
Associate of Arts in Organizational Dynamics (AAOD)	63	\$15,345
Bachelor of Business Administration (BBA)	43	\$16,125
Bachelor of Science in Human Development (BSHD)	43	\$16,125
Bachelor of Accounting with a second major in Business Administration (BAC)	70	\$26,250
Master of Science in Management and Organizational Leadership (MMOL)	34	\$17,680
Master of Arts in Teaching (MAT)	35	\$18,200
Master of Education in Education (M.Ed)	33	\$17,160

Additional tuition will be charged for courses needed to meet graduation requirements for the bachelor degree (BBA, BSHD, BAC) that are NOT included in the cohort study program.

TEXTBOOKS

DEGREE PROGRAM	COURSES	TEXTBOOKS
Associate of Arts in Organizational Dynamics (AAOD)	21	\$2,940
Bachelor of Business Administration (BBA)	14	\$3,010
Bachelor of Science in Human Development (BSHD)	14	\$1,750
Bachelor of Accounting with a second major in Business Administration (BAC)	23	\$4,945
Master of Science in Management and Organizational Leadership (MMOL)	12	\$2,145
Master of Arts in Teaching (MAT)	11	\$2,145
Master of Education in Education (M.Ed)	13	\$2,340

All textbook costs are estimates only. Textbooks are paid for in block installments to help equalize payments throughout a student's program. The amount a student pays each time is established by dividing the total textbook cost for the program by the number of courses in the program. For instance, an AAOD student will pay \$125 each course for textbooks ($\$2,625/21 = \125).

To assure appropriate and correct student materials, required texts and materials must be purchased through ADP from the WPC Bookstore. Students may pay for such materials directly or may utilize financial aid funds to acquire materials.

Textbooks costs are **non-refundable**.

All ADP textbooks are new book purchases. Used books are not available.

FEES

FEE TYPE	COST
Application Fee	\$45.00
Registration Fee --Undergraduate Programs	\$50.00
Registration Fee -- Graduate Programs	\$100.00
Graduation Fee – Undergraduate*	\$95.00
Graduation Fee – Graduate*	\$150.00
Official Transcripts – Requests made to Main Campus Records Office	\$7.00 per copy
PLE Essay Submittal Fee (if applicable)	\$75.00
Credit By Examination Fee (if applicable)	\$85.00
Transcripting Fee – by credit (if applicable)	\$70 per credit
Dantes Exam – Administrative Fee***	\$30.00
Dantes Exam – Testing Fee****	\$80.00
CLEP Exam – Administrative Fee***	\$20.00
CLEP Exam – Testing Fee****	\$72.00
Personal English Tutorial (PET) Fee – for students taking EN 102A	\$100.00
Extension Fee for MOL Master Thesis	\$200.00

*Graduation Fee subject to change to current rate at time of graduation

**See page 55, Adding and Dropping Courses

***CLEP/Dantes administrative fees are due at time of registering for the examination and are non-refundable

****Testing Fees subject to change and are non-refundable

Student Financial Options

A student will select one Primary Payment Option. A Secondary Option is required if the Primary Option selected does not cover 100% of tuition and fees.

Cash Plan

Payment course by course: a 100% cash payment submitted one week prior to each class start date. If the cash plan is the “Secondary Option,” all outstanding charges not covered by the “Primary Option” must be paid one week prior to the start of each class.

Corporate Tuition Deferment Plan

Participation in this option requires that a copy of a company’s tuition reimbursement policy be on file and approved by in the Adult Degree Program Business Office. The portion of company reimbursed tuition and/or books will be deferred 30 days from the last day of each course. An Authorization to Charge Credit Card form must also be on file. If payment is not received the 30th day after the last night of each course, the student’s credit card will be charged the owing balance on the 31st day. It is the student’s responsibility to notify the Business Office of changes in employment status that will affect payment.

Direct Bill Plan

Approved company tuition vouchers must be received one week prior to the start of each course. Student must pay tuition not covered by Direct Billing one week prior to the first night of class. One hundred percent (100%) must be paid directly to Warner Pacific College by the employer in order for this option to be considered a “Primary Option”.

Financial Aid Plan

Federal Grants and Stafford Loans are available for eligible students. One hundred percent (100%) tuition is deferred with completed financial aid paperwork and a processed FAFSA on file. Student must pay tuition and fees not covered by financial aid on or before each payment due date in accordance with the terms under the Cash Plan.

Student Accounts Online

To access your student account online, please follow the instructions below:

1. Access the login page at the following Web site:
www.mystudentaccount.org/warnerpacific.
2. During the initial visit to your online student account, you will need to provide your student ID and e-mail address to obtain a password. The e-mail address will be the one you provided on your application when you applied. If you did not provide one, it will be your Warner Pacific e-mail address. Your student ID number is located at the top of your degree plan as well as your credit evaluation, or your student ID card (following the 1301).

3. An auto-generated password will be sent to your e-mail address. Each time you sign in to access your account information, you will be asked for your password and student ID. Did you have problems signing in to your account or obtaining your password? If so, please call the Business Office at (503) 517 – 1550.

Please contact the ADP Business Office for additional information.

FINANCIAL POLICIES AND PROCEDURES

FINANCING THE ADULT DEGREE PROGRAM

The following alternatives require a student to file a FAFSA (Free Application for Federal Student Aid). The Financial Aid Office will provide detailed information concerning:

- GRANTS/LOANS
 - Federal Pell Grant
 - Federal Subsidized Stafford Loans
 - Federal Unsubsidized Stafford Loans
 - Federal Supplemental Opportunity Grants
 - Oregon Opportunity Grant

The following alternatives are not based on need and do not require a FAFSA form, however they are considered a financial resource and the Financial Aid Office should be notified.

- PRIVATE LOANS
- VETERANS BENEFITS

(Veterans should contact the Department of Veterans Affairs at 1-888-GIBILL-1 for information regarding benefit eligibility.)

- EMPLOYER-SPONSORED EDUCATION

Companies having an employee educational benefit program can be set up on a direct bill basis. This may be arranged with the ADP Accounting Office. If a company does not elect a direct billing option, the tuition is the responsibility of the student.

Credit Cards Accepted

Visa and MasterCard are accepted if the student is the authorized signer on the card or if someone other than the student is the authorized signer and has completed an Authorization to Charge Credit Card form.

Changing Financial Options

The Primary Finance Option may be changed while attending the Warner Pacific College Adult Degree Program provided the student is compliant with the current finance option. In order to change plans, the student must contact the Business Office and complete the appropriate financial agreement. All changes must be approved by Warner Pacific College.

Late Fees

A late fee of \$25 will be assessed 24 hours after the due date of an open charge. To avoid late fees, payments must be paid one week prior to the start of each class. This applies to any balance not covered by a Financial Aid, Tuition Deferment, or a Direct Billing plan.

Returned Check/Credit Card Fees

All returned checks or credit cards are assessed an additional \$15.00 processing fee. If the account is delinquent when the check or credit card is returned, a late fee plus a declined credit card or returned check fee will be charged to the student's account. Warner Pacific College reserves the right to charge returned check or credit card fees and late fees at any time.

Grade Release

Grades are released for paid courses only (exceptions may be made for Tuition Deferred Students), and only if an academic degree plan has been completed with the student's academic counselor before the end of the second course in the student's Program. An official transcript will not be issued until the student's account has been cleared.

Withdrawal

Withdrawing from a course may result in a student owed balance payable to Warner Pacific College. Please refer to the Attendance Policy in the Adult Degree Program Bulletin and on the course syllabus.

Note: Withdrawing from a course or changing the academic calendar may reduce or eliminate a financial aid award. Please consult with an Adult Degree Program academic counselor and financial aid counselor prior to withdrawing from courses.

Refund Policy

All fees including application fees, registration fees, assessment fees, and resource fees are non-refundable. Tuition is refundable according to the following schedule:

ADULT DEGREE PROGRAM REFUND POLICY

The Refund Policy applies to tuition only. Textbook fees, application fees, registration fees, and assessment fees are non-refundable.

TWO WEEK COURSES (Courses that are two weeks in length)

The schedule below applies to each individual course and is based on the assumption that the student has attended at least one class session.

If student withdraws before: Refund is:

The first (1st) class 100%

After the beginning of the first class session there is no refund.

FIVE WEEK COURSES (Courses that are five weeks in length)

The schedule below applies to each individual course and is based on the assumption that the student has attended at least one class session.

If student withdraws before: Refund is:

The first (1st) class 100%

The second (2nd) class 80%

The third (3rd) class 60%

After the beginning of the third class session there is no refund.

SIX WEEK COURSES (Courses that are six weeks in length)

The schedule below applies to each individual course and is based on the assumption that the student has attended at least one class session.

If student withdraws before: Refund is:

The first (1st) class 100%

The second (2nd) class 83.33%

The third (3rd) class 66.66%

After the beginning of the third class session there is no refund.

SEVEN WEEK COURSES (Courses that are seven weeks in length)

The schedule below applies to each individual course and is based on the assumption that the student has attended at least one class session.

If student withdraws before: Refund is:

The first (1st) class 100%

The second (2nd) class 85.71%

The third (3rd) class 71.42%

The fourth (4th) class 57.13%

After the beginning of the fourth class session there is no refund.

EIGHT WEEK COURSES (Courses that are eight weeks in length)

The schedule below applies to each individual course and is based on the assumption that the student has attended at least one class session.

If student withdraws before: Refund is:

The first (1st) class	100%
The second (2nd) class	85.71%
The third (3rd) class	71.42%
The fourth (4th) class	57.13%

After the beginning of the fourth class session there is no refund.

WEEKEND COURSES (Courses that consist of 2 Friday night / Saturday day combinations)

The schedule below applies to each individual course and is based on the assumption that the student has attended at least one class session.

If student withdraws before: Refund is:

The first (1st) class	100%
The second (2nd) class	80%
Noon (12 PM) of 2nd class	60%

After Noon (12 PM) of the second class there is no refund.

In order to withdraw from a course, a student must complete an official Course Schedule Change Form. Forms may be obtained from the student's academic counselor.

MISCELLANEOUS INFORMATION

TEXTBOOK INFORMATION

Students must purchase required textbooks for degree programs through Warner Pacific College to assure appropriate editions and supplemental materials (See Tuition and Fees.) Textbooks are distributed to the classroom site one week prior to course start dates for regular cohort courses. It is strongly recommended that students who register for a course outside their regular cohort note their calendars for that course start date and textbook pick-up date.

WEATHER CLOSURES

In case of inclement weather and adverse road conditions, the Dean will make a decision about closure. This decision will normally be made by 4:00 PM for evening classes.

School closure information is available on the WPC website as well as on the following radio/TV stations:

KATU Channel 2	KKCW (K103) 103.3 FM
KOIN Channel 6	KUPL 98.5 FM/1330 AM
KGW Channel 8	KXL 95.5 FM/750 AM
KINK 101.9 FM/620 AM	KEX 1190 AM
KGON 92.3 FM	KOPB 91.5 FM
KKSN 97.1 FM	KWJJ 99.5 FM/1080 AM
KKRZ (Z100) 100.3 FM	KXYO (O105) 105.5 FM
KNUZ 94.7 FM	KDBX 96.3/107.5 FM
KWBY 940 AM	KUIK 1360 AM

In addition, Warner Pacific College has implemented a messaging system to alert students, faculty and staff of closures due to inclement weather or other emergencies. To receive this notification, students must sign up at the link noted below, which will give the option of receiving this notification via a text message to a cellular phone, or by email. Please note that students will receive notification for emergencies and school closures only.

<http://www.e2campus.com/my/warnerpacific/signup.htm>

In the case of inclement weather, we want everyone to be safe. Even though class may be in session, students should use discretion regarding weather concerns in their area and communicate with their instructors and academic counselors regarding any weather related absence.

FAMILY MEMBERS

Family members may not accompany students to class or be in the building at classroom sites while students are in class.

PETS AND SERVICE ANIMALS

Only documented and approved service animals may accompany students to any WPC campus or classroom site. Approval must be obtained in advance from the Academic Support Center.

FRATERNIZATION

Warner Pacific College strictly prohibits employees from engaging in fraternization and/or personal relationships with students. The definition of fraternizing as it applies to employees is to associate with students outside the scope of their employment. Likewise, students are prohibited from attempting to initiate a personal relationship with employees.

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