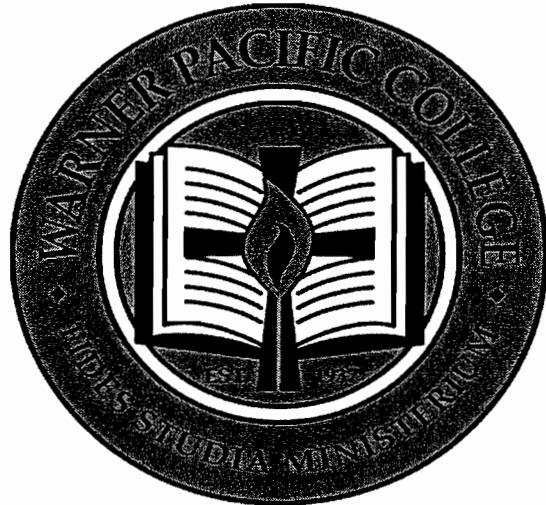


**ADULT  
DEGREE  
PROGRAM  
BULLETIN  
  
2005-2006**



# WARNER PACIFIC COLLEGE

## Adult Degree Program



On behalf of the Warner Pacific College faculty and staff - **WELCOME.**

We look forward to working with you in accomplishing your educational goals. You are an important member of the Warner Pacific College community; we want to provide an educational environment that is challenging as well as supportive. Because we offer an individualized approach to your academic program, we encourage you to discuss your academic progress, your concerns or your program issues with your advisor or me.

As an addendum to the Warner Pacific College *Catalog*, the *ADP Bulletin* provides information that will assist you during your enrollment in the Adult Degree Program and is updated on a regular basis. Retain a copy of the *Bulletin* in your file. It is important that you are aware of your responsibilities as a participant in the Program and as a student at the College. We will, of course, be pleased to answer any questions you may have.

A copy of the *Catalog* will be made available upon request, but where *Catalog* and *Bulletin* policies differ, policies that apply to the ADP are reflected in the *Bulletin*.

Thank you for choosing Warner Pacific College as your educational partner.

**Edward Whitehead**, Executive Director  
Adult Degree Program

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# ADULT DEGREE PROGRAM

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## 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 21<sup>st</sup> 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.

## PROGRAMS OFFERED

- **Associate of Arts in Organizational Dynamics**
- **Bachelor of Science in Business Administration**
- **Bachelor of Science in Human Development**

# ASSOCIATE OF ARTS IN ORGANIZATIONAL DYNAMICS

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## ADMISSION REQUIREMENTS

1. High School Graduation (Diploma or GED).
2. Official high school transcripts for applicants with fewer than two courses completed at the college level or less than two years of work experience.
3. Official transcripts from all higher education institutions attended.
4. 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.
5. 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.
6. 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 full admission with academic forgiveness.
  - Academic forgiveness may be granted one time. See Director of Student Services for specific policy provisions.

## ADMISSION PROCEDURES

1. Student completes Admission Packet.
2. Student applies for Federal Student Financial Aid.
3. Student receives letter from Warner Pacific College detailing admission status.
4. Student makes financial arrangements through ADP Accounting Office.
5. Student meets with academic counselor for pre-program advising.
6. Student receives information regarding Registration/Orientation night.
7. Student attends Registration/ Orientation night.

## "Drop-in" Policy

A qualified ADP applicant may join or "drop in" to an existing ADP cohort that is already in progress, up to the first writing course of the Program, under the following conditions:

- Student Services has received a completed admissions file, including transcripts from all higher education institutions attended, two weeks before the class start date. If these are unofficial copies, officials must be received by the end of the student's third course in the ADP.
- Space is available in the classroom.
- Student must attend a scheduled Orientation/Registration before the class start date.
- Student must pick up textbook(s) and other course materials at the time of regular distribution, one week before class start date.
- Tuition and fees due for the first course must be paid by the class start date and applicable financial aid paperwork must be completed prior to the start.

## ASSOCIATE OF ARTS IN ORGANIZATIONAL DYNAMICS

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### **Cohort Study Curriculum**

**21 COURSES/ 62 SEMESTER CREDITS/ 104 WEEKS**

**(All courses are 3 credits and 5 weeks unless noted otherwise)**

- |                          |   |
|--------------------------|---|
| • <b>PSY 110</b>         | <b>Principles of Adult Learning</b>                 |
| • <b>BUS/SOC 100</b>     | <b>Team Dynamics</b>                                |
| • <b>CMPT 100</b>        | <b>Computer/Information Literacy (2 cr/4 weeks)</b> |
| • <b>EN 102</b>          | <b>Written Communications I</b>                     |
| • <b>HIS 200</b>         | <b>Introduction to History</b>                      |
| • <b>EN 103</b>          | <b>Written Communications II</b>                    |
| • <b>BI 151</b>          | <b>The Bible as Literature</b>                      |
| • <b>SA 200</b>          | <b>Interpersonal Communications</b>                 |
| • <b>FA 200</b>          | <b>Introduction to the Arts</b>                     |
| • <b>MA 104</b>          | <b>Math Concepts &amp; Applications</b>             |
| • <b>BUS/PS 200</b>      | <b>Foundations of the American Legal System</b>     |
| • <b>HUM 211</b>         | <b>Humanities Colloquy: War and Peace</b>           |
| • <b>BUS/PS 150</b>      | <b>Management Fundamentals</b>                      |
| • <b>PSY 100</b>         | <b>Foundational Elements of Psychology</b>          |
| • <b>BUS 112</b>         | <b>Principles of Budgeting &amp; Accounting</b>     |
| • <b>PHS 105</b>         | <b>Environmental/ Ecological Studies</b>            |
| • <b>EN 120</b>          | <b>Introduction to Literature</b>                   |
| • <b>HHK 151</b>         | <b>Health and Fitness for Adults</b>                |
| • <b>BUS/REL/SOC 290</b> | <b>Ethics, Social Issues and Responsibility</b>     |
| • <b>BUS/SS 220</b>      | <b>Human Resource Development</b>                   |
| • <b>BUS/SA 260</b>      | <b>Organizational Communication</b>                 |

A student seeking to earn the AA degree must complete the 62 credits as prescribed in the program. In a case where an identical course was completed in the past five years, a student may request a course waiver for a maximum of four courses. The request to waive/transfer coursework must be made in writing prior to beginning the AA program. The individual

student's schedule and financial aid packaging must be factored into the approval process for waived coursework. The first two courses in the AA program may not be waived.



# ASSOCIATE OF ARTS IN ORGANIZATIONAL DYNAMICS

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## Degree Description

The Associate of Arts in Organizational Dynamics is a two-year degree concentrating on the liberal arts with an emphasis on rapidly changing environments of organizations. Students working in the areas of business and human services will find that the degree studies enhance professional development and apply to their work. The degree is suitable for transfer into four-year degree programs and meets the needs of students who desire a general two-year degree.

## COURSE DESCRIPTIONS (\* meets Core requirement):

### **BI 151 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.

### **BUS/SOC 100 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.

### **BUS 112 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.

### **BUS/PS 150 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.

### **BUS/SS 220 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.

### **BUS/PS 200 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.

### **BUS/PS 260 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.

### **BUS/REL/SOC 290 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.

### **CMPT 100 Computer/Information Literacy (2 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. Standards developed by the International Society for Technology in Education (ISTE) provide guidelines and benchmarks for this class.

### **EN 102 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.

### **EN 103 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.

### **EN 120 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.

### **FA 200 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.

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

Study of the fitness lifestyle and other major health concerns. The overall goal is that the student adopt a wellness lifestyle.

### **HIS 200 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.

### **HUM 211 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.

### **MA 104 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 a semester.

### **PHS 105 ~~Introduction to Environment~~ Environmental/Ecological 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.

### **PSY 100 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.

### **PSY 110 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.

### **SA 200 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.

## ASSOCIATE OF ARTS IN ORGANIZATIONAL DYNAMICS

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### REQUIREMENTS FOR GRADUATION

The Application for Graduation must be filed with the Director of Student Services no later than 6 months before the student intends to graduate (June 15 for the Mid-Winter Commencement or November 15 for Spring Commencement). The Director of Student Services 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 two-year Associate of Arts degree must have met the following requirements.

1. Minimum of 62 semester credits.
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 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**.

# **BACHELOR OF SCIENCE DEGREES IN:**

- **BUSINESS ADMINISTRATION**
- **HUMAN DEVELOPMENT**

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The Adult Degree Program leading to a Bachelor of Science degree in Business Administration or Human Development consists of several credit components:

- Core coursework
- Business Administration or Human Development major coursework
- Transfer Credit
- Prior Learning Experience Credit

The following will be reviewed for general transfer credit to meet the 124 credits for the Bachelor of Science degrees:

- 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, DSST, Excelsior, WPC proficiency exams

A student seeking to earn the bachelor's degree in either Business Administration or Human Development must complete the required cohort study as prescribed in the program. In cases where an identical course was completed in the past five years, a student may request a course waiver for a maximum of two courses. The request to waive/transfer coursework must be made in writing prior to beginning the bachelor's program. The individual student's schedule and financial aid packaging must be factored into the approval process for waived coursework. HUM 310: Ethics, Faith, Living, Learning and REL/SOC 350: 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, PEP, ACE, or other standardized evaluations. WPC limits non-traditional credits (CLEP, PEP, ACE, etc) to 30 in any one category, not to exceed 45 total.
- Official transcripts from all higher education institutions attended.

- 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's 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 full admission with academic forgiveness.
- Academic forgiveness may be granted one time. See Director of Student Services for specific policy provisions.

## ADMISSION PROCEDURES

1. Student completes Admission Packet.
2. Student applies for Federal Student Financial Aid.
3. Student receives letter from Warner Pacific College detailing admission status.
4. Student makes financial arrangements through ADP Accounting Office.
5. Student meets with academic counselor for pre-program advising.
6. Student receives information regarding Registration/Orientation night.
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- Student Services has received a completed admissions file, including transcripts from all higher education institutions attended, two weeks before the class start date. If these are unofficial copies, Student

Services must receive officials by the end of the student's third course in the ADP.

- Space is available in the classroom.
- Student must attend a scheduled Orientation before the class start date.
- Student must pick up textbook(s) and other course materials at the time of regular distribution, one week before class start date.
- Tuition and fees due for the first course must be paid by the class start date and applicable financial aid paperwork must be completed prior to the start.

# BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

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## COHORT STUDY CURRICULUM

14 COURSES/ 43 SEMESTER CREDITS/ 71 WEEKS

(All courses are 3 credits and 5 weeks unless noted otherwise)

• <b>BUS 300</b>	<b>Leadership and Supervision</b>	<b>3 CR</b>
• <b>BUS 310</b>	<b>Management Theory and Practice</b>	<b>3 CR</b>
• <b>EN 200</b>	<b>College Composition</b>	<b>3 CR</b>
• <b>BUS/PSY 321</b>	<b>Organizational Behavior and Design</b>	<b>3 CR</b>
• <b>BUS 401</b>	<b>Quantitative Analysis for Business</b>	<b>3 CR</b>
• <b>BUS 306</b>	<b>Economics for Managers</b>	<b>3 CR</b>
• <b>HUM 310</b>	<b>Ethics, Faith, Living &amp; Learning</b>	<b>3 CR</b>
• <b>BUS 313</b>	<b>Accounting for Managers</b>	<b>3 CR</b>
• <b>BUS 461</b>	<b>Corporate Finance</b>	<b>3 CR</b>
• <b>BUS 340</b>	<b>Marketing for Managers</b>	<b>3 CR</b>
• <b>REL/SOC 350</b>	<b>Religious Themes in American Culture</b>	<b>3 CR</b>
• <b>BUS 303</b>	<b>Business &amp; Employment Law</b>	<b>3 CR</b>
• <b>BUS 453</b>	<b>Operations Management</b>	<b>3 CR</b>
• <b>BUS 450</b>	<b>Business Policies</b>	<b>4 CR/6 wks</b>

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



# BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

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## COURSE DESCRIPTIONS (\* meets Core requirement)

### **BUS 300 Leadership and Supervision (3)**

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.

### **BUS 303 Business and Employment Law (3)**

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.

### **BUS 306 Economics for Managers (3) \***

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.

### **BUS 310 Management Theory and Practice (3)**

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.

### **BUS 313 Accounting for Managers (3)**

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.

### **BUS/PSY 321 Organizational Behavior and Design (3) \***

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.

### **BUS 340 Marketing for Managers (3)**

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.

### **BUS 401 Quantitative Analysis for Business (3)**

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.

### **BUS 450 Business Policies (4)**

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.

### **BUS 453 Operations Management (3)**

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.

### **BUS 461 Corporate Finance (3)**

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.

### **EN 200 College Composition (3) \***

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.

### **HUM 310 Ethics, Faith, Living, Learning (3) \***

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.

### **REL/SOC 350 Religious Themes in American Culture (3) \***

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.

# BACHELOR OF SCIENCE IN HUMAN DEVELOPMENT

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## COHORT STUDY CURRICULUM

14 COURSES/ 43 SEMESTER CREDITS/ 71 WEEKS

(All courses are 3 credits and 5 weeks unless noted otherwise)

• <b>HD 310</b>	<b>Foundations of Human Development</b>	<b>3 CR</b>
• <b>SS 300</b>	<b>Leadership and Supervision</b>	<b>3 CR</b>
• <b>EN 200</b>	<b>College Composition</b>	<b>3 CR</b>
• <b>EDPSY 420</b>	<b>Learning Theory</b>	<b>3 CR</b>
• <b>HD 311</b>	<b>Prenatal/Early Childhood Development</b>	<b>3 CR</b>
• <b>HD 312</b>	<b>Mid-Child/Adolescent Development</b>	<b>3 CR</b>
• <b>HD 313</b>	<b>Adult Development</b>	<b>3 CR</b>
• <b>HUM 310</b>	<b>Ethics, Faith, Living and Learning</b>	<b>3 CR</b>
• <b>HD 320</b>	<b>Human Sexuality</b>	<b>3 CR</b>
• <b>SS 391</b>	<b>Research Design and Applied Statistics</b>	<b>3 CR</b>
• <b>SS 352</b>	<b>Cultural Studies</b>	<b>3 CR</b>
• <b>REL/SOC 350</b>	<b>Religious Themes in American Culture</b>	<b>3 CR</b>
• <b>PSY 430</b>	<b>Counseling Theory</b>	<b>3 CR</b>
• <b>SS 380</b>	<b>Conflict Resolution</b>	<b>4 CR/6 wks</b>

# BACHELOR OF SCIENCE IN HUMAN DEVELOPMENT

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## COURSE DESCRIPTIONS (\* meets CORE requirement)

### **EDPSY 420 Learning Theory (3)**

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.

### **EN 200 College Composition (3) \***

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.

### **HD 310 Foundations of Human Development (3)**

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.

### **HD 311 Prenatal-Early Childhood Development (3)**

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.

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

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.

### **HD 313 Adult Development (3)**

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.

### **HD 320 Human Sexuality (3)**

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

### **HUM 310 Ethics, Faith, Living, Learning (3) \***

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.

### **PSY 430 Counseling Theory (3)**

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.

### **REL/SOC 350 Religious Themes in American Culture (3) \***

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.

### **SS 300 Leadership and Supervision (3)**

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.

### **SS 352 Cultural Studies (3)**

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.

### **SS 380 Conflict Resolution (4)**

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.

### **SS 391 Research Design and Applied Statistics (3) \***

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.

# BACHELOR OF SCIENCE DEGREE GRADUATION REQUIREMENTS

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## CORE REQUIREMENTS

Students must meet the following requirements to earn a Bachelor of Science degree in Business Administration or Human Development through the Adult Degree Program:

1. Complete all Core requirements. These are the general education requirements and can be earned through college coursework, CLEP exams, Advanced Placement tests or PLE Essays. A course is defined as consisting of a minimum of 2 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 2 semester credits may meet the course definition requirement for CORE studies. In no case will a course consisting of fewer than .67 semester credits (1 quarter credit) be acceptable as meeting a CORE course requirement. The Core course requirements are:

COMMUNICATIONS	3 courses as follows: 2 courses in College Composition (1 within ADP, EN 200, grade of "C" or better); the third communications course may be any composition, speech, communication (verbal/non-verbal), business and technical writing course, or journalism course
HUMANITIES	4 courses as follows: 1 within the ADP; 3 courses from any 2 of the following categories: History, Humanities, Philosophy, Literature, or Foreign Language
MATH	1 course MA 100 (or equivalent) or higher
RELIGION	2 courses (1 within ADP)
SCIENCE	1 course from the physical or biological sciences
SOCIAL SCIENCES	2 courses (study in ADP satisfies this requirement)
FINE ARTS	1 cultural/historical course or 2 participatory courses
HEALTH AND FITNESS	1 course in Personal Health or Nutrition or 2 PE activity courses

2. Core requirements not fulfilled through the Adult Degree Program may be met through transfer credit from institutions with regional, national, or specialized accreditation; accreditation status is determined through the use of *the American Council on Education's [ACE] Directory of Accredited Institutions of Post-Secondary Education*. Core requirements may also be met through certain CLEP, Excelsior (formerly Regents College/ ACT-PEP) or DSST examinations; ACE-military (AARTS, SMART); CCRS (formerly ACE-PONSI) professional credit recommendations; and documented learning essays (PLE), provided the course objectives are comparable.

## BACCALAUREATE DEGREE REQUIREMENTS

Students completing the four-year baccalaureate degrees 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 specific courses and requirements for baccalaureate degree 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

Students will graduate under the requirements listed in the *Bulletin* in effect at the time of enrollment. Students who do not maintain continuous enrollment and leave the program, but subsequently return to the program and complete study, will graduate under the *Bulletin* in effect at the time of re-entry.

## RESIDENCY REQUIREMENT

Satisfactory completion of the Adult Degree Program coursework will meet Warner Pacific residency requirements.

## APPLICATION FOR GRADUATION

The student must file an Application for Graduation with the Director of Student Services no later than six months before the student intends to graduate (June 15 for Mid-Winter Commencement, or November 15 for Spring Commencement). The Director of Student Services 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 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

Four-year 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 minimum 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 as a regular student, for the purpose of the graduation GPA and honors, forgiven grades accepted in transfer will be included in the final calculation.

## COMPLETION OF THE BACHELOR'S DEGREE

By definition, an Adult Degree Program bachelor of science student is a student admitted and registered for enrollment in the ADP (see page 12 "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. During this time period, the following requirements must be completed:

- Core studies requirements
- Completion of all non-traditional credit (PLE, CLEP, DSST, etc) (if applicable)
- All other credits required for graduation outside cohort study

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, are subject to any and all changes in program and/or graduation requirements in effect at the end of the two-year period.

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 to the ADP 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 Advisor.

## COMPLETING CREDITS OUTSIDE OF ADP

### GENERAL TRANSFER CREDIT CATEGORIES

- The following will be reviewed for general transfer credit to meet the 124 credits for the BS degree requirements:
- 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, DSST, Excelsior (formerly Regents College/ACT-PEP), 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 Director of Student Services 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 taken at four-year institutions and all courses taken at two-year colleges will be counted only as lower-division credit (i.e. 100 or 200 level). Upper division and graduate courses taken at four-year institutions 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. In the transcript evaluation process, quarter hours will be converted to semester hours. The formula used is: 1 quarter hour = .67 semester hour. 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 42-credit residency requirement for bachelor's level programs and a minimum 50-credit residency requirement for the associate's level program, but they do not have to be the last 42/50 credits earned; 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's 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 Humanities (HUM 310), which is part of the bachelor's ADP cohort study, and two courses of Religion, one of which is part of the bachelor's ADP cohort study (REL 350). 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.

## **TRANSFER CREDIT LIMITS**

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. There are no limits on acceptance of vocational-technical credits if the credit is part of an approved two-year degree (see definitions under Accredited Colleges and Universities).

## ALTERNATIVE CREDIT

Several alternative credit programs are available to the Warner Pacific applicant of exceptional ability. Non-graded credits will be limited to a total of 45. No more than 30 credits in any one category (i.e. PLE, AP, IB, Military, CLEP, DSST) 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 12 credits on the associate's level and 30 credits on the bachelor's 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 200: College Composition, included in the ADP bachelor's degree programs, and the PLE Seminar, offered regularly outside of cohort study. The PLE Seminar includes instruction about preparing, documenting, and writing a PLE essay. Students who enroll in the PLE Seminar are charged a fee (see Tuition and Fees). No additional fees are charged for credits awarded and transcribed.

Before enrolling in the PLE Seminar, 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 throughout their ADP Program until November 1 for December commencement and through April 1 for May commencement. 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 November and April dates, prior to 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 Seminar.

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

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

## **CREDIT BY EXAMINATION**

### **• COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)**

The College Level Examination Program is based on the premise that a student enrolling in college may have acquired college-level knowledge in a given subject without having taken the college course. 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 passing score on most subject exams yields three (3) semester credits, though some carry an award of six (6) credits. The maximum CLEP credit a student is eligible to earn is 30 semester credits, all of which are lower division credit. A student wishing to take advantage of learning acquired through independent reading and study, job experience, non-credit classes, etc., should consult the academic advisor. Test fees are payable at the time of testing.

### **• DANTES STANDARDIZED SUBJECT EXAMS (DSST)**

Originally developed for the voluntary education programs of the U.S. Armed Forces, the DANTES standardized subject exams are now available for civilian use. The Chauncey Group International, a wholly owned subsidiary of the Educational Testing Service, administers the civilian tests. Warner Pacific College uses the ACE-recommended guidelines to determine passing scores and number of credits awarded for DSST. At WPC, the maximum number of credits a student may earn through DSST is 30 credits. A test fee is administered at the time the test is taken.

### **• PROFICIENCY EXAMINATION**

Students may "challenge" some WPC courses by demonstrating proficiency in the identified subject or skill. The student meets with the appropriate academic Department Chair to arrange for proficiency demonstration. 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). Students should confer with the academic advisor. A maximum of 30 credits may be awarded through Proficiency Exams.

### **• 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.

# ADP ACADEMIC POLICIES AND PROCEDURES

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## 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.

While the expectation and desire is attendance at all scheduled meetings, there may be occasions in which an absence is unavoidable. For this reason, the following attendance policy has been established for each course.

**Class Meeting Attendance:** A student is allowed one absence from a class meeting. If a second absence occurs, a student must repeat the course. Under unusual circumstances, a second absence may be permitted by the instructor. Arriving to class late or departing early is considered in determining student absences. Absences must be arranged with the instructor before the class meets. The student may be required to complete make-up assignments for any absence.

**Make-Up Assignments:** Make-up assignments are determined by the instructor. In their assignments, students must demonstrate that they have interacted with and applied the theories and concepts for each class or learning team meeting missed. These assignments do not void absences, but are intended to enable the student to meet course objectives.

**Attendance and Grading:** The instructor has the authority to establish procedures and grade adjustments regarding attendance, tardiness, and early departure. Absences from class or learning team meetings must be considered by the instructor in grading. Specific policies will be issued in writing to each student on or before the first night of class. Instructors are expected to reduce grade points awarded to any student whose absence is unexcused. Grade points are also reduced for students who exhibit a pattern of excessive tardiness, or are non-participative in class or in Learning Teams. The percentage deducted is at the discretion of the instructor. The instructor may also assign additional work, which may help offset the reduction in points for missed class time. Participation points for in-class activities are deducted for ALL absences, excused or unexcused.

- **Participation**  
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.
- **Tardiness**  
Tardiness exceeding a 15-minute period is unacceptable in ADP accelerated programs and courses. Tardiness of greater than the 15-minute window will be accumulated and counted toward missed class time.

**Lack of Adherence:** Students who do not meet minimum attendance requirements in a course may receive a failing grade. 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 the Director of Student Services as soon as he or she becomes aware of a potential need for a leave of absence.

## Learning Teams (AA and BS Degrees)

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. Our intent is to provide opportunities for student self-direction on individual assignments while also creating opportunities to work cooperatively on team assignments and a major project/presentation, as required by a specific course syllabus.

The cooperative learning team assignments allow students to concentrate on the subject matter, enhancing the learning outcomes of the course. Learning Teams are usually comprised of three or four students and are formed during the first class session, Workshop One, of each course. The basis of formation may be instructor assignment or student self-formation. Additionally, instructors may adjust team membership as needed to achieve the goals of the course.

The Adult Degree Program realizes that students have different learning styles and time schedules and sometimes it is challenging to conform 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.

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."

## ASSIGNMENT DEADLINE POLICIES

Instructors are required to submit the final course grades for each module no later than two weeks after the last class meeting of the course. Grades are to be assigned based on the work submitted to that point. Once recorded, a grade of "A" through "F" can be changed only in the case of clerical or computational error. It is the student's responsibility to bring to the attention of the instructor any error in grades received. The instructor will submit the grade change to the Director of Student Services. The instructor who assigned the grade should be involved in any appeal procedure concerning the grade.

## ASSESSMENT CRITERIA

90–100 %	= A
80–89 %	= B
70–79 %	= C
60–69 %	= D
0–59 %	= F



# GRADING EXPECTATIONS AND RUBRICS

## GRADING POLICIES

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

Grade		Grade Points
A	Superior	4.0
B	Excellent	3.0
C	Satisfactory/Average	2.0
D	Minimum Competence	1.0
F	Failure	0.0
P/NP	Pass/No Pass	0.0
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.

## GRADING PHILOSOPHY

The Adult Degree Program utilizes the following letter grading system on a 4.0 grade point average (GPA) scale. The system is described as follows:

A	Superior	4 points	Unusually sharp insight. Initiates thoughtful questions. Sees multiple sides of an issue. Speaks and writes logically and clearly. Integrates ideas from previous courses and other disciplines. Anticipates the next step in progression of ideas. Accomplishes significantly more than the minimum requirements. Work is of the highest quality.
B	Excellent	3 points	Has an excellent grasp of all subject matter and an above average understanding of all basic concepts. An active listener and participant in class discussions. Accomplishes more than the minimum requirements. Work is of high quality.
C	Satisfactory Average	2 points	Has a satisfactory comprehension of subject matter and a general understanding of all basic concepts. Accomplishes the minimum requirements. Oral and written communication skills consistent with those expected of a college student.
D	Minimum Competence	1 point	Quality and quantity of work are below average and barely acceptable.
F	Fail	0 points	Quality and quantity of work are unacceptable.

## PASS/NO PASS GRADES

No more than 12 semester credits may be taken P/NP to apply toward graduation. Students may elect to take a maximum of four out 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 of Science Degree Programs on a pass/no pass basis, providing the 12-credit limit has not already been reached before entering the bachelor's programs:

- HUM 310 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 Director of Student Services 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. Grades are to be assigned based on the work submitted by the student at that point. Once recorded, a grade of "A through F" can be changed only in the case of clerical or computational error. 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 course following the issued grade. The instructor will submit the grade change to the Director of Student Services.

## **GRADE APPEALS**

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:

- The student meets with the instructor to discuss the situation.
- The student or the instructor files a grade appeal with the Executive Director. The Executive Director requests pertinent information from all parties involved and makes a recommendation for resolution. Should the issue remain unresolved, the student or the instructor may appeal to the ADP Academic Policies Committee (step 3).
- A petition in writing is submitted by the student or instructor to the ADP Academic Policies Committee through the Director of Student Services. The petition describes the issue involved and the steps taken toward resolution. The committee requests appropriate documents from the parties involved in steps 1-2. The committee holds a hearing on the petition. Parties to the dispute are granted an opportunity to present their cases and to be questioned for further clarification. After receiving such evidence, the committee renders a decision. The decision of the committee is final. No further avenue of appeal is available. The decision of the committee is in writing and remains on file in the office of the Executive Director and in the student's academic file.

# ACADEMIC INTEGRITY

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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.

Students who are guilty of academic violations can expect to be penalized. The course instructor shall have the authority to deal with instances of academic dishonesty within the following guidelines. Possible actions to be taken if academic dishonesty is suspected (after counseling with the students in order to determine the student's awareness of the problem) are listed below. In order to protect both student and faculty involved, the Executive Director of the Adult Degree Program must be present during any action taken beyond the counseling stage:

1. Courses of action may include, but are not limited to, the following. The course of action selected will consider issues related to past violations of policy (if any), gravity of the offense, impact upon other students and the college.
  - a. A verbal reprimand may be given; counseling with the student may occur, with the aim of making the student aware of the gravity of the offense and preventing future occurrences.
  - b. Alternative assignments may be given for full or partial credit.
  - c. Work may not be redone and no credit will be given for that particular assignment.
  - d. A grade of "F" may be given for the course.
  - e. The student may be dismissed from the college.
2. Faculty members must report any incident of violation of the policy on academic integrity to the Director of Student Services. Following two reports against a particular student, action will be initiated that may lead to dismissal of the student from the college.
3. The student has the right to appeal action under this policy through the regular channels as established by the grade appeals process.

# SATISFACTORY PROGRESS

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A student is expected to make satisfactory progress toward a degree by maintaining a 2.00 GPA in WPC coursework and by earning a "C" or better in all major upper division requirements leading toward a Bachelor of Science degree in Business Administration or Human Development

A student will be placed on "Academic Warning" if a grade or projected grade falls below a "C." A student on "Academic Warning" must meet with the academic counselor within one week of the warning to formulate a plan for improving the student's performance.

If a student earns below a "C" grade in a major requirement, the course must be repeated. Students who need to repeat a course should consult with a financial aid counselor, 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.

At the end of the next ADP Program course, the Director of Student Services will conduct a status review. If the Warner Pacific cumulative GPA is above 2.00, the student's "Academic Warning" will be dropped. If it is still below 2.00, the student will be placed on "Academic Probation."

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 - Can occur within a course, by a progress report. Student meets with the instructor to design a plan to improve performance. "Warning" ends as soon as the student earns a grade of "C" or better in the course and has a WPC cumulative GPA of 2.00 or better.
- Probation - Occurs at course end, when transcribed WPC cumulative GPA falls below 2.00. The student will meet with his or her academic counselor to discuss the student's continuance in the program. Then the student and academic advisor will design a written plan with goals and timelines for improvements, which, if not met, could result in withdrawal or dismissal from the program. Probation ends when the cumulative GPA rises above 2.00
- Dismissal - Occurs upon recommendation of the Adult Degree Program Academic Policies Committee.

# CHANGE IN STUDENT STATUS

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## 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.

## ADMINISTRATIVE WITHDRAWAL

Students may be administratively withdrawn from the program for academic misconduct, student misconduct, non-attendance, non-payment of tuition or fees, or failure to remove a condition of exception for regular admission.

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 Executive Director of the Adult Degree Program.

## Individual Course Withdrawal

Students requesting to withdraw from an individual course must do so in writing, including the student's signature. Change in Student Status Forms are available in the Student Services Office. The date of receipt of the written notification is the date used in determining if any tuition refund is due (see the Tuition Refund Policy section of the *Bulletin*).

**Five-week courses:** Students may withdraw with no record on the transcript (called a "drop") up to the beginning of the second class meeting. After the second class meeting, a "W" will be entered on the student's transcript and the course will be taken at a later time. Students may not withdraw from a five-week course after the beginning of the third class meeting. They are assigned a grade on the basis of evaluated course work and will need to re-take the course at a later time (see Refund Policy).

**Four-week courses:** Students may withdraw with no record on the transcript (called a "drop") up to the beginning of the first class meeting. After the first class meeting, a "W" will be entered on the student's transcript and the course will be taken at a later time. Students may not withdraw from a four-week course after the beginning of the second class meeting. They are assigned a grade on the basis of evaluated course work and will need to re-take the course at a later time.

Six-week courses: Students may withdraw with no record on the transcript (called a "drop") up to the beginning of the third class meeting. After the third class meeting, a "W" will be entered on the student's transcript and the course will be taken at a later time. Students may not withdraw from a six-week course after the beginning of the fourth class meeting. They are assigned a grade on the basis of evaluated course work and will need to re-take the course at a later time.

## 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 calculation must be performed. Students may obtain a form from Student Services or their Academic Advisor. 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:

- Warner Pacific College must have a reasonable expectation the student will return from the LOA.
- 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 an explanation 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.
- The student must apply for the LOA in advance. On a case-by-case basis, unusual circumstances preventing the student from applying for the LOA in advance may be considered.
  - Student must submit an LOA before ceasing attendance
  - Student must return to class with documentation of attendance to be considered returned from LOA
- 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 complete an Change in Student Status Form. Signatures on the form must include the Student, Academic Counselor, Financial Aid Counselor, Director of Student Services, and Business Office Representative. Forms are available in the Student Services Office. The date of receipt of written notification is the date used in determining the exit.
- Students receiving financial aid through any of the Title IV programs must interview with a financial aid counselor.
- See section on ADP Refund Policy to understand impact of withdrawal.
- **Financial Aid Impact:** 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 25 days,** a Return of Title IV Funds must be performed, based on the withdrawal 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.
  - **Temporary Program Withdrawal:** In order to qualify for additional federal aid, a student must successfully complete all the credits in the current payment period as of the date of withdrawal. This means that when a 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.

## PROGRAM RE-ENTRY

Students wishing to re-enter the program may be re-admitted upon completing an appropriate re-application form. Applications for re-admittance may be reviewed by the ADP Admissions Committee; re-entry into a cohort will be based, in part, on available space in the appropriate class.

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 changes made by the professor during their absence. 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.

## **ACADEMIC COUNSELING**

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Each student will be assigned an academic counselor. Students who have credits to complete outside of their cohort coursework have opportunities to meet with their academic counselor after they are admitted to the program and throughout their Program. Students are required to develop an academic degree plan with their academic counselor prior to the end of the second course in their Program. 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.

## **ACADEMIC APPEALS AND PETITIONS**

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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. Appeal petitions are processed through the Office of the Director of Student Services in the Adult Degree Program.

## **STUDENT RECORDS**

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### **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 Director of Student Services 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 mailed/delivered to each student. 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.

## 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 or schedule.

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 one academic year and must be re-filed annually.

A telephone directory will be provided to all members of an ADP cohort group. If a student does not wish his or her number to be published, a written request must be filed with the Student Services Office prior to the first night of the first class.

# COMMUNITY AGREEMENT

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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 "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 main campus is prohibited as well as within Centre 205. Designated smoking areas at Centre 205 are located in the parking area in the median directly across from the main entrance and next to the storage area at the far east side of the parking lot. Smoking adjacent to the Centre 205 entrance 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

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## 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.

- ADP students have a WPC e-mail account. 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 Student Services Office.
- It is the goal of ADP Student Services to respond to voice and e-mails as soon as possible but at least within 24 hours Monday through Friday. Problems in this regard can be addressed to the Executive Director 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 Information Services Help Desk. The student should describe the nature of the difficulty. ("I can't get in" doesn't help identify the problem and lead to a solution.) Help Desk hours are posted and updated on a regular basis. The network is up 24 hours-a-day, 7 days-a-week. Help Desk Phone: 503-517-1399 Help Desk e-mail: [helpdesk@warnerpacific.edu](mailto:helpdesk@warnerpacific.edu)

## 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' known 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 MAIN 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 stickers will be ticketed. Students parked in "NO PARKING" zones and Fire Lanes may have their vehicles impounded at their expense.

# FINANCIAL AID INFORMATION

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## 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 Perkins Loan
- Federal Supplemental Opportunity Grant
- PLUS Loan for Parents
- Private Education Loan
- Outside Scholarship Resources

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

- The correct FAFSA must be filed for each award year and payment period.
- Verification paperwork, if requested, must be completed and turned in before the first session of class. If this is not accomplished, potential 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 25 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 consists of a minimum of 24 credits and 30 weeks.
- Loan and grant funds are applied in two disbursements per academic year.



- The first disbursement occurs as soon as the student has attended class and completed all required paperwork.
  - The second disbursement does not occur until the student successfully completes one half the credits and one half the weeks in the award period.
  - First time freshman borrowers of Title IV funds receive the first disbursement 30 days after attending the first class. If such a student withdraws before 30 days, an owing balance may be due to Warner Pacific College.
- It is necessary to reapply for financial aid 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), 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. A student's GPA is officially checked at the end of each 24-attempted credit increment. It is unofficially checked at the time of each disbursement of financial aid 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 are included in the calculation of attempted and completed credits in determining the total 150% timeframe. Designations such as "W" (Withdrawal) and course grades of "I" (Incomplete) or "IP" (In Progress) are not considered satisfactory completion of a course. An Incomplete (I) or In Progress (IP) may become acceptable only if the course requirements are completed within the time prescribed by the college.

<b>Program</b>	<b>Published Program Length</b>	<b>150% Credit Limit</b>
Associates	62	93
Bachelors	124	186

**Minimum Rate of Successful Course Completion**

Students must earn at least 67% of the credits attempted. Satisfactory progress is reviewed in 24 attempted credit increments. Courses taken as Audit are not counted as attempted credits.

<b>Credits Attempted</b>	<b>Minimum Necessary Credits Earned</b>
24	17
48	33
72	49
96	65

**UNSATISFACTORY ACADEMIC PROGRESS**

The Financial Aid Office annually monitors satisfactory academic progress as indicated by cumulative GPA. The cumulative GPA and cumulative credits earned are reviewed at the end of each 24-attempted credit increment, or at the time of withdrawal from the program. Students failing to make satisfactory academic progress by not satisfactorily completing a course are placed on *financial Aid Warning* and issued a letter alerting them to their status. Students failing to meet the standard for a second time within a 24-attempted credit increment are placed on *financial Aid Probation*. A student granted probationary status and failing 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 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

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## **Bachelor of Science in Business Administration (BSBA) Bachelor of Science in Human Development (BSHD)**

Application Fee	\$ 45.00
Registration Fee	100.00
PLE Seminar Fee (if applicable)	50.00
PLE Essay Submittal Fee (if applicable)	75.00
Graduation Fee	80.00
Transcript Fee	7.00
Tuition (includes 43 credits in ADP cohort)	13,201.00

Estimated cost of texts (for the program):

BSBA - \$1,400-\$2,000

BSHD - \$1,200-\$2,000

Additional tuition will be charged for courses needed to meet graduation requirements for the bachelor's degree but not included in cohort study.

## **Associate of Arts in Organizational Dynamics (AAOD)**

Application Fee	\$ 45.00
Registration Fee	100.00
English Tutorial Fee	100.00
Math Tutorial Fee	100.00
Graduation Fee	80.00
Tuition (includes 62 credits in ADP cohort)	14,570.00

Estimated costs of texts for the program: \$1,550-\$2,000

No additional coursework outside of cohort study is needed to complete degree requirements for the AAOD.

# STUDENT FINANCIAL OPTIONS

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A student will select one Primary Option (a Secondary Option is required if the Primary Option selected does not cover 100% of tuition and fees):

**Cash Plan**- Course by Course: 100% cash payment submitted one week prior to each class start date. If 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 Deferral Plan** -Requires a copy of a Company's tuition reimbursement policy be on file 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 be on file. If payment is not received the 30<sup>th</sup> day after the last night of each course, the student's credit card will be charged the owing balance on the 31<sup>st</sup> day and the student will be switched to a Cash Plan. 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. This is a one-time only deferral and will not cover your second academic year. 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.

Please contact the ADP Business Office for additional information.

# FINANCIAL POLICIES AND PROCEDURES

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## FINANCING THE ADULT DEGREE PROGRAM

The following alternatives require a student to file a **needs analysis form, 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
  - Federal Carl D. Perkins Loans

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 the Adult Degree Program Academic Advisor and Financial Aid Coordinator 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

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

## **FOUR WEEK COURSES (Courses that are four 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 (1 <sup>st</sup> ) class	100%
The second (2 <sup>nd</sup> ) class	50%
The third (3 <sup>rd</sup> ) class	0%
The fourth (4 <sup>th</sup> ) class	0%

## **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 (1 <sup>st</sup> ) class	100%
The second (2 <sup>nd</sup> ) class	80%
The third (3 <sup>rd</sup> ) class	60%
The fourth (4 <sup>th</sup> ) class	0%
The fifth (5 <sup>th</sup> ) class	0%

## **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 (1 <sup>st</sup> ) class	100%
The second (2 <sup>nd</sup> ) class	83.33%
The third (3 <sup>rd</sup> ) class	66.66%
The fourth (4 <sup>th</sup> ) class	0%
The fifth (5 <sup>th</sup> ) class	0%
The sixth (6 <sup>th</sup> ) class	0%



# MISCELLANEOUS INFORMATION

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## CLASS REPRESENTATIVE

To facilitate communication between ADP students and the staff and faculty, each group elects one of their members and one alternate to serve as the representative for their class.

It is the responsibility of the class representative (or the elected alternate, in case the representative is unable to attend) to carry out the following functions:

1. **Mail:** Each group has a mail pouch that is delivered to the classroom on the night the class meets. The class rep checks it for announcements and makes the announcements aloud to the class. Also, the class rep checks the pouch for individual communications from staff or faculty and ensures that individual communications are delivered to the student.
2. **Evaluations.** On the first night of a new course, each student completes a course evaluation for the previous course. The class representative ensures these are completed, collected, and placed in the mail pouch before the end of class. The instructor will allow a few minutes for this purpose.
3. **Class questions/concerns:** Class representatives meet together with the Director of Student Services on a regular basis, every three months, for an hour. Class rep meetings are scheduled from 5:00 – 6:00 p.m. on rotating weeknights, Monday through Thursday. The purpose of the meetings is to talk together about students' questions and concerns, to share ideas, and to provide information about upcoming events and special announcements.

## TEXTBOOK INFORMATION

Textbooks are distributed to the classroom site one week prior to course start dates.

## WEATHER CLOSURES

In case of inclement weather and adverse road conditions, the Executive Director 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**  
**KOIN Channel 6**  
**KGW Channel 8**  
**KINK 101.9 FM/620 AM**  
**KGON 92.3 FM**  
**KKSN 97.1 FM**  
**KKRZ (Z100) 100.3 FM**  
**KNUZ 94.7 FM**  
**KWBY 940 AM**

**KKCW (K103) 103.3 FM**  
**KUPL 98.5 FM/1330 AM**  
**KXL 95.5 FM/750 AM**  
**KEX 1190 AM**  
**KOPB 91.5 FM**  
**KWJJ 99.5 FM/1080 AM**  
**KXYO (O105) 105.5 FM**  
**KDBX 96.3/107.5 FM**  
**KUIK 1360 AM**

# DIRECTORY INFORMATION

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