



WARNER  
PACIFIC  
COLLEGE



2015-2016 Catalog

# Welcome

Welcome to Warner Pacific College! Our Mt. Tabor campus is located in the heart of Portland, Oregon—a vibrant, progressive and beautiful city. Warner Pacific College is a Christ-centered urban liberal arts college dedicated to providing students from diverse backgrounds an education that prepares them to engage actively in a constantly changing world. Over recent years, we have come to better understand our mission statement and how it applies to the unique setting of our campus. We seek to educate students who welcome the learning that comes with living in an increasingly diverse and thriving urban environment.

Four themes run through our mission statement and guide the holistic educational process at Warner Pacific College. First and foremost, we are Christ-centered. We use that language intentionally! We believe the life and teaching of Jesus Christ provide the best framework for a learning community. We welcome students from diverse backgrounds to come and engage in a learning experience that provides the best of community participation and strives to reflect the character of Christ.

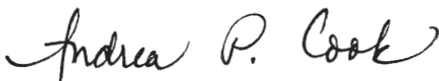
Second, Warner Pacific College is committed to collaborating with and for our urban context. We are fortunate to be located in the City of Portland, where students can engage in learning, serving, leading, interning and working in this city. The world is becoming increasingly urban, and we believe students will be best prepared if they experience opportunities to navigate and apply their learning in an urban context. Beyond that, we believe we have a tremendous opportunity to love and serve our neighbors as we seek shalom for our city.

Third, we believe that a liberal arts education provides the best foundation to prepare students to engage actively in a world and economy that is constantly changing. The liberal arts provide a common understanding of our context, develop students' ability to learn and be adaptable throughout their lifetimes, and cultivate the ability to think critically and make good decisions. A central element of our curriculum is the Humanities Core, which equips students with the critical reading and thinking skills to help them decipher good answers through the complexities that arise in engaging real-world questions. As a result, you will be thoroughly prepared for leadership and service as you encounter life's paradoxes and the challenges of your life's calling.

Finally, we are committed to investing in the development and success of students from diverse backgrounds. We believe a Christ-centered urban education at Warner Pacific College should be accessible and welcoming. We embrace students from diverse backgrounds as they study and live in a community that is characterized by low student to faculty ratios (small classes), intentional mentoring, and a support system that encourages intellectual, personal, spiritual and vocational development.

Many new possibilities are before you as you embark on your educational journey at Warner Pacific College. Make the most of each class, each friendship, and each opportunity you encounter – our desire is for you to flourish in every aspect of your life.

Sincerely,



Andrea P. Cook, Ph.D.  
President



# History and Accreditation

Warner Pacific College is operated under the auspices of the Church of God (Anderson, Indiana) as a place of education and service for people, regardless of their denomination, who desire a quality liberal arts education in a vital Christian community. Founded in 1937 in Spokane, Washington, it was incorporated as Pacific Bible College and prepared church leaders during its early years. A desire for a more central location in the Pacific Northwest led to a move to Portland in 1940. In 1959, the name of the institution was changed to Warner Pacific College in honor of one of the early founders of the church as well as to reflect its growing liberal arts emphasis. It has been accredited by the Northwest Commission on Colleges and Universities (8060 165th Ave. NE, Suite 100, Redmond, WA 98052; Telephone: 425.558.4224; FAX: 425.376.0596) since 1961. Additionally, the college is approved by the State of Oregon ([www.doj.state.or.us/finfraud/](http://www.doj.state.or.us/finfraud/)) to offer degree programs and for the training of teachers in identified subject areas. Warner Pacific has also been approved to offer specific degree programs in the State of Washington (see page 201).

## Proviso

Warner Pacific College is an equal opportunity employer, which seeks faculty and staff who have a personal commitment to Jesus Christ and to the educational mission of the college as a Christian liberal arts institution. Warner Pacific College does not discriminate in its student admission and employment practices and provides equal opportunity for all students, applicants and employees regardless of race, color, sex, national origin, disability, age, veteran status and any other status protected by laws and regulations.

While every effort is made to ensure the accuracy of the information in this catalog, Warner Pacific College reserves the right to make changes at any time without prior notice. This catalog is not a contract between Warner Pacific College and current or prospective students. Additions to the curriculum for the ensuing year are published each fall in the master schedule. Degree requirements are effective according to the semester of matriculation to the institution, while policies and processes may change from catalog year to catalog year.

## Association Memberships

The college maintains membership in the following organizations and associations: the Council for Christian Colleges and Universities; Council of Independent Colleges; Council Oregon Alliance of Independent Colleges and Universities; Oregon Association of Colleges of Teacher Education; Campus Compact of Oregon; Council on Adult Experiential Learning; Consortium for the Advancement of Adult Higher Education; National Association for College Admissions Counseling; North American Coalition for College Admissions Professionals; Western Association for College Admissions Counseling; Pacific Northwest Association for College Admissions Counseling; Hawaii Association for College Admissions Counseling; American Association of College Registrars and Admissions Officers; Pacific Association of Collegiate Registrars and Admissions Officers; Northwest Association of Private College and University Libraries; Orbis Cascade Alliance; The Tuition Exchange; Servicemembers Opportunity Colleges Consortium; and the National Association of College and University Business Officers. Documents to the above are available for review in the Office of the President.



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# Mission, Vision, Values and Core Themes

## **Mission**

Warner Pacific is a Christ-centered, urban, liberal arts college dedicated to providing students from diverse backgrounds an education that prepares them to engage actively in a constantly changing world.

## **Vision**

Warner Pacific College will be a Christ-centered, innovative, diverse, formational learning community known for fostering collaboration, developing a sense of vocation among students, staff, and faculty, and operating within a position of fiscal responsibility.

## **Values**

Warner Pacific College, as a Christ-centered higher education institution, values:

- Learning within the context of community
- Academic and inclusive excellence
- Engaged relationships among students, staff, and faculty
- Service in and beyond our city, and
- The transformative power of the gospel

## **Core Themes**

- Cultivating a Christ-centered learning community
- Collaborating with and for our urban environment
- Fostering a liberal arts education
- Investing in the formation and success of students from diverse backgrounds

# Admissions Policies and Procedures

## ADMISSION

Warner Pacific College selects candidates for admission who value a Christ-centered liberal arts education and provide evidence of academic achievement, aptitude, and the ability to benefit from, and contribute to, the opportunities offered at the College.

## CAMPUS VISIT

Prospective students and their families are strongly encouraged to visit Warner Pacific. This provides an opportunity to explore the campus and meet the people who make Warner Pacific College unique. The Office of Admissions offers a variety of campus visitation days or will design an individual visit Monday through Friday, based on the needs and interests of the prospective student. Individual or group visits may be scheduled by contacting the Office of Admissions at 1-800-804-1510 or 503-517-1020 weekdays from 8:00 a.m. to 5:00 p.m. or online at [www.warnerpacific.edu](http://www.warnerpacific.edu). The office may also be reached by email at: [admissions@warnerpacific.edu](mailto:admissions@warnerpacific.edu) or by FAX at 503-517-1540. Directions to the campus, lodging, and restaurant information along with sites of local interest are available upon request.

## WHEN TO APPLY

Warner Pacific College has an early application deadline of December 1 and a priority application deadline of February 1 for freshman applicants. For transfer students, the application deadline is March 15. Applications for admission will also continue to be accepted throughout the calendar year; students are encouraged to apply for admission at the earliest possible date. An early application for admission provides optimal opportunity for financial aid awards, course selection, and campus housing. Applications are accepted for the fall and spring semesters.

## HOW TO APPLY

To obtain application materials and information, contact the Office of Admissions by phone, 1-800-804-1510 or 503-517-1020; email, [admissions@warnerpacific.edu](mailto:admissions@warnerpacific.edu); or FAX, 503-517-1540. Completed materials may be mailed to:

Office of Admissions  
Warner Pacific College  
2219 SE 68th Avenue  
Portland, Oregon 97215-4026

Prospective students may also apply on-line at the admissions section of the Warner Pacific College website at [www.warnerpacific.edu](http://www.warnerpacific.edu).

## ADMISSION REQUIREMENTS

The following are required to complete the application process:

1. A completed Warner Pacific College *application for admission*.
2. A *\$50.00 non-refundable application fee*. The application fee may be waived by submission of one of the following: a College Examination Board Waiver Form or a letter requesting waiver from a high school guidance counselor.
3. A signed *Community Agreement*.



4. *Official examination scores* from the Scholastic Assessment Test of the College Examination Board (SAT) or American College Testing Program Assessment (ACT) are required of all applicants to the freshman class and transfer students who have earned less than 12 semester college credits. If five or more years have passed since high school graduation, this requirement is not applicable. Information regarding registration, test dates, and location may be obtained from a high school guidance counselor, the Warner Pacific College Office of Admissions, or from:

College Board  
[www.collegeboard.com](http://www.collegeboard.com)

American College Testing Program  
[www.actstudent.org](http://www.actstudent.org)

Warner Pacific College's SAT college code number, **4595**, should be placed on the examination for the official reporting of the scores. The ACT college code number is **3486**.

5. *An official high school transcript* sent directly from the school or test scores from the General Educational Development Test (GED) are required of all applicants to the freshman class and transfer students who have earned fewer than 12 semester college credits.
6. *An official transcript from each college and university* attended sent directly from the institution to the Warner Pacific College Office of Admissions.
7. *A personal interview* and/or references may be required of selected candidates.
8. Candidates to the freshman class, or transfer students with fewer than 12 semester college credits, that have completed any portion of their secondary education through home schooling are required to complete the Warner Pacific *College Home Schooled Information Form* available from the Office of Admissions. Home schooled students are expected to have completed the college preparatory units listed in the admissions criteria section.

## INTERNATIONAL STUDENT ADMISSION

The following are required to complete the application process:

1. A completed Warner Pacific College *International Student Application for Admission*.
2. A *\$50.00 non-refundable application fee*.
3. A signed *Community Agreement*.
4. *An official secondary school transcript* sent directly from the school or test scores from the General Educational Development Test (GED) are required of all applicants to the freshman class and transfer students who have earned fewer than 12 semester college credits.
5. *An official transcript of all college and university grades and coursework*. All coursework completed outside of the United States should be sent directly from the institution to World Education Service. Warner Pacific College requires the use of the following international credential evaluation service for coursework completed outside of the United States:

World Education Services, Inc. (WES)  
Bowling Green Station, PO Box 5087, New York, NY 10274-5087  
Telephone: 415-677-9378  
Web: [www.wes.org](http://www.wes.org) Email: [info@wes.org](mailto:info@wes.org)

6. *An official score report of the Test of English as a Foreign Language (TOEFL).* Information on this test can be obtained at the following website: [www.toefl.org](http://www.toefl.org) or at TOEFL Services, P.O. Box 6151, Princeton, NJ USA 08541-6151.
7. *Official examination scores* from the Scholastic Assessment Test of the College Examination Board (SAT) or American College Testing Program Assessment (ACT) are recommended, but not required.
8. *Evidence of adequate financial support* by submission of the Warner Pacific College International Student Financial Support Verification Form, [www.uscis.gov](http://www.uscis.gov). This form can be found on the international student admission section of the Warner Pacific College website, [www.warnerpacific.edu](http://www.warnerpacific.edu).

## STUDENT RE-ADMISSION

Former Warner Pacific College Students who have withdrawn from the College or have failed to maintain continuous enrollment may apply for re-admission. Students who have filed a Leave of Absence Form with the Records Office and have returned within the specified period are not required to apply for re-admission. Re-admitted students are required to complete the degree requirements specified in the current catalog at the time of re-entry. Any Core requirements specific to class standing must be completed at the level at which they originally entered Warner Pacific.

The following are required to complete the application for re-admission process:

1. *A completed application for re-admission.*
2. *A \$50.00 non-refundable application fee.*
3. *A signed Community Agreement.*
4. *An official transcript from each college and university* attended in the interim sent directly from the institution to the Office of Admissions.
5. *A personal statement* describing the reason you left Warner Pacific, and why you wish to return.
6. *Two references* from individuals familiar with the applicant's character and academic background.

## NON-DEGREE SEEKING STUDENT ADMISSION

Students who are not seeking a degree or are enrolled in another institution and wish to take a course from Warner Pacific College may apply. Students who wish to maintain non-degree seeking student status may accumulate up to 15 credits at Warner Pacific College while enrolling in no more than five credits in a single semester.

The following are required to complete the application process:

1. *A completed non-degree seeking student application for admission.*
2. *A \$50.00 non-refundable application fee.*
3. *A signed Community Agreement.*

## GRADUATE STUDENT ADMISSION

The following are required to complete the application process for programs in the Department of Religion and Christian Ministries:

1. *A completed Warner Pacific College application for graduate admission.*
2. *A \$50.00 non-refundable application fee.*
3. *A signed Community Agreement.*

4. A completed supplemental program application for the Master of Religion (M.Rel), including essays as specified.
5. *An official transcript from each college and university* attended sent directly from the institution to the Warner Pacific College Office of Admissions.
6. Completed professional references should be sent directly to Warner Pacific College Office of Admissions.

The following are required to complete the application process for the Master of Arts in Teaching program:

1. A completed application for admission.
2. A bachelor degree with a minimum cumulative GPA of 3.0.
3. Three recommendations.
4. A *\$50.00 non-refundable application fee*.
5. A signed *Community Agreement*.
6. *An official transcript from each college and university* attended sent directly from the institution to the Warner Pacific College Office of Admissions.
7. An academic paper demonstrating proficient college level writing ability.
8. A passing score on each section of a TSPC approved basic skills exam (reading, writing, math).
9. A passing score on the *Protecting Student and Civil Rights in the Educational Environment* exam.
10. A passing score on the ORELA exam in the licensure content area.
11. Fingerprint clearance through TSPC.
12. Completion of all prerequisite courses with a grade of C or better:
  - a. HD 311 Prenatal through Early Childhood Development (3)
  - b. HD 312 Mid-Child through Adolescent Development (3)
  - c. EDPSY 420 Learning Theory (3)
  - d. SS 353 Cultural Diversity (3)
  - e. ED 415/515 Classroom Management (with 30 hours practicum) (3).
13. A personal interview conducted by a Teacher Education Interview Committee, which serves as the final step to program acceptance.

## ADMISSION CRITERIA

To be considered for full admission in good standing, applicants must supply evidence of likely success as a Warner Pacific College student including:

*For applicants to the freshman class:*

A high school academic record indicating graduation with a minimum of a 2.50 cumulative grade point average (4.00 scale) or completion of the GED with an average score of at least 450.

A minimum SAT combined score of 910 in the reading and math sections or a minimum ACT composite score of 19.

Applicants not in good standing in either of these categories will be referred to the Admissions Review Committee for evaluation.

It is recommended that students have taken a college preparatory curriculum including:

- English – four years
- Mathematics – three years
- Laboratory Science – three years
- Social Studies – three years

*For transfer students:*

An official academic record indicating a minimum of a 2.00 cumulative grade point average (4.00 scale) from each college or university attended. Applicants with fewer than 12 semester college credits should also submit a high school academic record indicating a minimum of a 2.50 cumulative grade point average (4.00 scale) along with a minimum SAT combined score of 910 (1600 scale) or ACT composite score of 19. Applicants not in good standing in any of these categories will be referred to the Admissions Review Committee for evaluation.

*For international students:*

In addition to the criteria listed above for applicants to the freshman class and transfer students, international students must:

- Demonstrate English language proficiency (for students from countries where English is not the primary language) demonstrated by a minimum score of 525 Paper Exam, 195 Computer Exam, or 71 Internet-based on the *Test of English as a Foreign Language (TOEFL)*. Applicants not in good standing in any of these categories will be referred to the Admissions Review Committee for evaluation.
- Provide evidence of adequate financial support through the Financial Support Verification Form.
- Submit a tuition deposit of \$5,000 USD.

*For re-admission students:*

Re-admission applicants must be in good standing academically, socially, and financially at Warner Pacific College to be eligible to re-enroll. They also must be clear of any Warner Pacific College registration holds. Applicants not in good standing in any of these categories will be referred to the Admissions Review Committee for evaluation.

*For non-degree seeking students:*

Non-degree seeking student applicants must have completed secondary school or hold a GED Test Certificate, and complete a non-degree seeking application for admission.

*For graduate students:*

An official academic record from each college or university attended, including confirmation of a completed baccalaureate degree from a regionally accredited college or university. The transcript(s) received must also reflect a minimum of a 2.75 cumulative grade point average (4.00 scale) for the M.Rel or MABTS programs, or a 3.0 cumulative grade point average (4.00 scale) for the MAT program.

## **ADMISSION DECISION - UNDERGRADUATE**

Each candidate for admission is reviewed individually with careful consideration given to academic records, test scores, and the ability to benefit from and contribute to the opportunities offered at the College. Warner Pacific College complies with federal and

state requirements for non-discrimination on the basis of handicap, sex, race, color, national or ethnic origin in admission and access to its programs and activities. Warner Pacific College reserves the right to deny admission to any applicant when that decision is determined to be in the best interest of the applicant or the institution. When a candidate has completed the application process, one of the following decisions will be made:

1. *Admission in Good Standing*

In some cases, students will be granted admission based on self-reported information or unofficial documents pending receipt of official documentation to complete their application file. If official documentation fails to arrive before the end of the first semester, the student will not be allowed to register for classes for the next semester.

2. *Admission on Academic Warning*

The Admission Review Committee evaluates all applicants who fail to meet the minimum admission criteria and those judged by the Director of Admissions to warrant review. First time freshman students whose high school performance demonstrates the need for additional assistance in order to meet their potential for academic success will be granted full admission on academic warning. Students admitted on academic warning will be limited to no more than 14 credits in the first semester, will meet regularly with an academic mentor, and will be required to submit an academic plan of action, which may include enrollment in specific classes. Students admitted on academic warning are expected to complete their first semester with a semester GPA of at least 2.0, and earn at least 12 credits. In cases where the student fails to meet these minimum requirements, the student will be placed on academic probation for the second semester of study.

3. *Admission on Academic Probation*

The Admission Review Committee evaluates all applicants who fail to meet the minimum admission criteria and those judged by the Director of Admissions to warrant review. A limited number of students who demonstrate ability and motivation to achieve academic success are granted full admission on academic probation and are expected to earn a 2.00 or higher grade point average in the first semester of enrollment. Students admitted on academic probation will be required to participate in provisions to promote academic achievement as established by the Faculty and recommended by the Admission Review Committee. These provisions may include a reduction in course load, limitation of extra-curricular activities, and enrollment in specific classes or support programs.

3. *Denied Admission*

The Admission Review Committee determines denial of admission to Warner Pacific College. An applicant denied admission has the right to appeal such a decision in writing to the Admissions Review Committee, provided the applicant can present relevant additional information indicating ability and motivation to achieve academic success.

## **ADMISSION DECISION - GRADUATE**

Each candidate for admission is reviewed individually with careful consideration given to academic records, test scores, application essay(s), professional references and the ability to benefit from and contribute to the opportunities offered at the College. Warner Pacific College complies with federal and state requirements for non-discrimination on the basis of handicap, sex, race, color, national or ethnic origin in admission and access to

its programs and activities. Warner Pacific College reserves the right to deny admission to any applicant when that decision is determined to be in the best interest of the applicant or the institution.

When a candidate has completed the application process, one of the following decisions will be made:

1. *Admission in Good Standing*

In some cases, students will be granted admission based on self-reported information or unofficial documents pending receipt of official documentation to complete their application file. If official documentation fails to arrive before the end of the first semester, the student will not be allowed to begin classes the next semester.

2. *Admission on Academic Probation*

Graduate students may be accepted on a probationary basis if any of the following conditions apply:

- Entering the program with an unaccredited degree. The performance of the student will be evaluated after six semester credits of completed coursework to determine eligibility to continue the program.
- Entering the program with a GPA below 2.75. To continue in the program, the student's cumulative GPA at the end of the first semester must be a 3.0 or above. The student's performance will be re-evaluated at the end of the second semester.
- International students entering the program with a TOEFL score below 550 on the paper exam, 195 on the computer exam, or 71 in the internet-based exam.

3. *Denied Admission*

The appropriate graduate program director determines denial of admission to Warner Pacific College. An applicant denied admission has the right to appeal such a decision in writing to the Graduate Committee, provided the applicant can present relevant additional information indicating ability and motivation to achieve academic success.

## NOTIFICATION

Candidates for admission who have completed the application process will receive written notification of their admissions status. Information on the following will be included in this communication:

A *tuition deposit* of \$200.00 is required of all fulltime, non-international students 30 days after admission to the College to confirm intention for enrollment. Deposits for the fall semester are refundable until May 1 and until November 15 for the spring semester. A completed *Warner Pacific College Health and Immunization Form* is required of all fulltime students prior to registration.

A *tuition deposit* of \$5,000 USD is required of international students before form I-20 can be issued. The tuition deposit is refundable for international applicants until May 1 for fall semester and November 15 for the spring semester; \$200 of the deposit will be withheld if refund is requested after the deadline.

All students who will be living in Warner Pacific College residence halls, apartments, or houses are required to complete a *residence life application* and submit a \$250.00 *residence deposit*. Deposits are refundable until May 15 for the fall semester and November 30 for spring semester.

# Tuition and Fees 2015-2016

*Prices good through Spring Semester 2016*

## TUITION PER SEMESTER

Fulltime (12 to 18 credits)	\$10400
Halftime (6-11 credits per semester), per credit hour	\$950
Part-time (1-5 credits per semester), per credit hour	\$600
Overload (over 18 credits per semester), per overload credit hour	\$600*
Audit fee, per credit hour	\$185
Tutorial/Independent Study fee, additional per credit hour	\$255
Master of Religion, per credit hour	\$665
Master of Arts in Biblical & Theological Studies, per credit hour	\$665

\* *Except some students in the music program. Contact the Department of Music for details.*

## SUMMER SEMESTER 2015\*

Undergraduate, per credit hour	\$325
Graduate, per credit hour	\$630

\* *Prices for Summer Semester 2016 will be available in February 2016*

## HIGH SCHOOL STUDENT TUITION

Concurrent Enrollment, per credit hour	\$65
Non-Degree Seeking high school student, per credit hour	\$85

## UNDERGRADUATE STUDENT FEES, PER SEMESTER

(applies to students enrolled in six or more credits)

General Fee	\$240
Associated Students of Warner Pacific College	\$90
Student-Athlete Participation Fee	\$125
International Student or Study Abroad Health Insurance**	\$300**

\*\* All International Students are required to enroll in adequate medical insurance including medical evacuation and repatriation coverage. Warner Pacific College will automatically enroll all international students in the Student Secure Budget Plan. Information about the health plan (which has coverage for injuries incurred while participating in sports) can be found online at [www.hccmis.com/studentsecure/Content/SS\\_RC\\_0610.htm](http://www.hccmis.com/studentsecure/Content/SS_RC_0610.htm). Price is estimated based on 14-15 monthly costs (plus the application fee) and varies based on the age of the student, if you are over 24 years of age. Refer to the website after June 1, 2015 for the monthly price. In order to waive the insurance requirement, students must provide the Warner Pacific College Office of Student Financial Services with proof of similar or greater coverage and information on benefits and limits of the plan before **August 1** of each year of attendance.

**GRADUATE STUDENT FEES, PER SEMESTER**

(applies to students enrolled in three or more credits)

Graduate General Fee (graduate students only)	\$55
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**ACADEMIC DEPARTMENTAL FEES**

Applied Music, per credit	\$460
Art Course Fee	\$25
Lab Science Course Fee	\$25
BIO 215/315 Malheur Course Fee	\$280
BIO 216 Course Fee	\$35
CED 435 Course Retreat Fee	\$75
CLS 278 Course Fee	\$280
DR 100 Course Fee	\$25
DR 200/210/220 Course Fee	\$20
ED 595 Thesis Fee	\$200
FA/URB 235 Course Fee	\$75
HHK 202/302 Aquatics Course Fee	\$45
MUS 399/499 Course Recital Fee	\$200
PHS 211/212 Lab Fee	\$40
PSY 340 (if auditing or taken as part of block tuition)	\$15
PSY 340 (if taken for credit)	\$50
PSY 416 Course Fee	\$50
SRM 101 Course Fee	\$8
URB 140 Course Activities Fee	\$100
Special Examination Fee	\$35
Student Teaching I Fee	\$150
Student Teaching II Fee	\$275

**ADMINISTRATIVE AND SPECIAL FEES**

Application fee (non-refundable, submitted with application for admission)	\$50
CLEP Examination Site fee (Examination fee additional)	\$20
DANTES Examination Site Fee (Examination fee additional)	\$30
Credit by Examination, examination fee	\$85
Transcribing Fee for credits obtained by examination, per credit	\$70
Graduation Fee - Undergraduate (includes cap and gown)	—
Graduation Fee - Graduate (includes cap, gown and hood)	\$150
Late Registration Fee	\$75
Parking Fee, per pass, per semester	\$65
Placement File Mailing Fee, per set	\$11
Teacher Education Placement File Set-up Fee	\$25
Transcript Fee, delivered by regular mail	\$7



Transcript Fee, next-day processing	\$10
Transcript Fee, same day processing	\$25

**ROOM RATES, PER SEMESTER** – most require a separate Meal Plan

Residence Halls, double occupancy*	\$1735
Residence Life Programming Fee, per semester	\$20
Limited single occupancy may also be available*	\$2110

**TABOR TERRACE APARTMENTS** (Mary Husted, Pearl Lewis, Warner Monroe)\*

Four residents, shared room	\$1770
Three residents, shared room	\$1975
Three residents, single room	\$2600
Two residents, single room	\$2910
One resident	\$5200

**SAXON APARTMENTS**

Four residents, shared room	\$1975
Three residents, shared room	\$2185
Three residents, single room	\$2910
Two residents	\$3330
One resident	\$6240

**APARTMENT RATES, PER APARTMENT, PER SEMESTER**

Division Street 1 Bedroom Apartment* (divide by number of occupants)	\$3765
Division Street 2 Bedroom Apartment* (divide by number of occupants)	\$4555
5-Plex 2 Bedroom Apartment (divide by number of occupants)	\$5730
5-Plex 1 Bedroom Apartment (divide by number of occupants)	\$4555
Duplex Apartment (divide by number of occupants)	\$6225
Dolphin Court 1 Bedroom* (divide by number of occupants)	\$5285
Dolphin Court 2 Bedroom* (divide by number of occupants)	\$6240
Dolphin Court 3 Bedroom* (divide by number of occupants)	\$7270
Mountain View 1 Bedroom* (divide by number of occupants)	\$5285
Mountain View 2 Bedroom* (divide by number of occupants)	\$6240

**HOUSES, PER HOUSE**

Adams House* (divide by number of occupants)	\$7500
Clackamas, Rainier & Willamette Houses* (divide by number of occupants)	\$8455
Tabor House* (divide by number of occupants)	\$9360
Jefferson House, per resident	\$2465

Limited housing for married students is also available. Contact the Office of Student Affairs for details.

\* Meal plan required

## MEAL PLANS

Platinum (required for Freshman and Sophomore residents)	\$2545
Gold (required of Junior and Senior residents except Saxon, 5-Plex and Duplex)	\$1335

All plans entitle the student to meals beginning with the evening meal the day the residence halls open and ending with the evening meal of the last day of final examinations. There is no meal service available during the Thanksgiving, Christmas or Spring Breaks. No refunds or adjustments are made for the remaining meal plan balance at the end of the academic year.

*Prices listed are subject to change without notice.*

## PAYMENT POLICIES

### STUDENT ACCOUNTS

Charges to students for all tuition, fees and housing are recorded in an individual account based on the student identification number assigned upon initial enrollment. Grants, scholarships, and loan payments are recorded as credits against those charges as they are received. The balance due, if any, shown on the student's account statement must be paid in full by **August 1st for the fall semester and December 15th for the spring semester**, prior to moving into student housing, and upon receipt of any subsequent monthly statements. Payments in excess of charges will be refunded to the student unless the student requests the funds be held on the account as pre-payment of future charges. All credit balances must be refunded to the student at the end of each academic year, regardless of student request. The student may return the money to their student account for the next academic year charges by making a payment on their account.

If a student adds or drops courses, an official change of registration form must be submitted. Fees and charges are adjusted for adds and drops within the allowed add/drop period at the full semester rate(s), with related adjustments in financial aid. Students considering a drop below full-time enrollment status are encouraged to discuss the consequences for such a decision with Student Financial Services personnel.

When students register for class, they incur charges and are responsible for payments of these charges whether or not they attend. Warner Pacific College, a non-profit institution of higher learning, in establishing any student account, extends credit to students solely for the purpose of financing their education.

### BOOKS AND SUPPLIES

All traditional students are allowed to charge their student account up to a set amount for books and supplies through the WPC Bookstore during the first week of classes in the current semester. Amounts allowed may vary by semester and are based on the amount budgeted in the student's cost of attendance. Any amount above the actual or anticipated credit on the student's account is the student's responsibility and must be paid by the deadline on the next statement. Students may opt-out of charging to their account by paying directly in the bookstore or purchasing elsewhere.

### PAYMENT PLANS

Balances remaining after all financial aid, third party payments, and personal payments are applied require a payment plan. Traditional Student Payment Plans are computed on the academic year ending in April (typically nine months, maximum of 12 months).

A pre-authorized plan is available to automatically deduct a monthly payment from a checking or savings account, work study payroll check, or a debit or credit card. A non-refundable enrollment fee equal to 5% of the amount financed will be charged to the student account and included in the payments upon plan approval.

### **THIRD-PARTY PLANS**

The college participates in programs with third parties such as employers, government agencies, and embassies provided written documentation confirming enrollment in the third party's reimbursement program is submitted to the Office of Student Financial Services by the semester due date. All fees and charges not covered in the arrangement are the responsibility of the student and are due prior to the first day of classes. Delayed employer reimbursements may result in service charges to the student.

### **UNPAID ACCOUNT STATUS**

Full payment, or an approved payment arrangement, is required prior to moving into housing or attending classes. A student is placed on unpaid status if satisfactory payment arrangements are not made by the first day of the semester. Failure to contact the Office of Student Financial Services may result in a voided registration. Unpaid balances, including those created or increased after initial clearance, may be subject to a 1.5% monthly service charge (18% annually).

### **OUTSTANDING STUDENT ACCOUNT BALANCES**

Failure to meet arranged payment plan terms may result in plan termination. Delinquent monthly accounts, and any deferred payment arrangements, incur service charges. Continuous nonpayment may result in an administrative withdrawal from enrollment and may prohibit the student from registering in subsequent semesters and obtaining official and unofficial transcripts until such obligations are satisfied. Prior to the end of enrollment, graduating students must owe less than \$1,000 on an approved automatic payment plan in order to participate in graduation ceremonies. Diplomas and transcripts are not released to any student until their student account balance is zero. In addition to withholding transcripts, records, or diplomas until all college expenses are satisfied, Warner Pacific reserves the right to preclude students with past due balances from representing the college in public activities or events.

Students experiencing legitimate extenuating circumstances relating to their financial situation are encouraged to meet with Student Financial Services personnel for counseling.

### **REFUND POLICY**

If a student withdraws from all courses or is dismissed from the college, a pro-rated amount of tuition and fees, except applied music fees and housing related fees, will be refunded based on calendar days attended. After 60 percent of the semester has passed, no refund will be granted. Any refund may be reduced by the tuition deposit, room reservation deposit and meals consumed. Additional charges may arise from the terms and conditions of a residential lease.

### **Special Procedural Provisions**

Federal Title IV student aid is disbursed to pay educational expenses while enrolled. When a student withdraws prior to the completion of 60 percent of the semester for which aid was awarded, a pro-rated portion of the aid must be returned to the federal government.

Federal regulations require a written institutional policy for the refund and repayment of federal aid received by students terminating enrollment for any reason during a semester for which payment has been received. Refund calculations are performed using the Department of Education's Title IV refund procedure to determine the refund percentage.

The institution is responsible for the return of funds to appropriate federal sources based on the refund percentage identified. The student is responsible for repayment to the institution or the federal government for any balance created by the withdrawal.

## Financial Aid Information

Warner Pacific College recognizes the challenge students and their families face in financing the cost of attending college and is committed to making affordable a personalized education of excellence. Although the primary responsibility for financing an education lies with the students and their families, the college recognizes financial assistance as a partnership between the student, the student's family, the federal government, and the college.

Warner Pacific College commits substantial resources to need-based institutional financial assistance, and to merit and talent award programs. Financial resources are available from federal, state, institutional, and private programs.

### **DETERMINING FINANCIAL NEED**

Warner Pacific College uses data collected from the Free Application for Federal Student Aid (FAFSA) and the federally-calculated Expected Family Contribution (EFC) for each financial aid applicant to determine eligibility for both government and institutional aid funds. Parent and student contributions are determined by using federal formulas and institutional policies. The EFC is compared to the annual student budget at Warner Pacific, which includes tuition, fees, room, board and estimated amounts for books, personal and travel expenses. For those students with an EFC amount that is less than the student budget, financial need exists.

The federal need analysis formula considers parental income and assets as well as such factors as size of the family, age of the parent(s) and the number of children attending college. Also considered are necessary family expenditures such as taxes and the standard cost of living. The formula does not consider discretionary expenses (e.g., consumer indebtedness) in its calculation of the parental contribution. In addition to the parental contribution, students are expected to contribute toward their college expenses from current income, savings, and any other personal resources such as trust funds.

### **APPLICATION PROCEDURES**

To receive financial assistance from the college, students must be admitted as degree-seeking students to Warner Pacific College, must be U.S. citizens or eligible non-citizens, must not be in default on educational loans nor owe repayment of federal grant funds, and must be making satisfactory academic progress toward graduation (see page 22).

All students requesting federal, state, and need-based college funding must complete the Free Application for Federal Student Aid (FAFSA). Students should submit a completed FAFSA to the federal processor as soon after January 1 as possible each year. The FAFSA may be completed online at [www.fafsa.gov](http://www.fafsa.gov). Students are notified of financial assistance only after being admitted to the college.

Financial aid is offered annually and students must reapply beginning January 1 of each year. Applications for aid received after the March 1 priority filing date are awarded subject to the availability of funds. Students can expect their financial aid to be renewed each year, contingent upon available funding, provided they:

1. Submit all necessary information prior to the March 1 priority filing date.
2. Demonstrate the same level of financial need.
3. Maintain satisfactory academic progress towards graduation.

If a student's demonstrated need changes, the aid package is adjusted accordingly.

*The following information may be specific to the traditional semester calendar programs at Warner Pacific College. Please refer to the Adult Degree Program Bulletin for information specific to the non-term calendar program.*

## **SOURCES OF ASSISTANCE**

“Financial Aid” includes resources awarded in the form of gifts (grants and scholarships) and self-help (student employment and loans). Warner Pacific College, federal and state governments, private organizations or donors, and businesses provide the funding for these resources. The majority of assistance is awarded primarily on the basis of demonstrated financial need. However, the college also offers certain select scholarships to students based on merit without consideration of financial need.

### **Warner Pacific College Funds**

The college awards merit-based four-year scholarships and grants to students enrolled in the traditional semester program. For some awards, the student's financial need is considered. Institutional funds are only available to students pursuing their first baccalaureate degree (regardless of whether the first degree was from an accredited institution) and require full-time enrollment except as noted in the Financial Aid Information publication and/or website. All institutional aid excludes summer semester and is divided in half by semester. Please contact the Office of Admissions for specific requirements, restrictions, and application procedures.

### **Federal Funds**

*Federal Pell Grant:* Federally funded grants awarded to financially needy students meeting the program's specific requirements as determined annually by the federal government.

*Federal Supplemental Educational Opportunity Grant (FSEOG):* Federally funded grants awarded to students demonstrating exceptional financial need with priority given to Federal Pell Grant recipients. The amount of the grant varies depending on need and available funding. Requires full-time enrollment.

*Federal Teacher Education Assistance for College and Higher Education Grant (TEACH):* Federal grant available to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. A cumulative GPA of 3.25 or ACT/SAT score in the 75<sup>th</sup> percentile is required to receive this grant. Students desiring additional information should contact the Office of Student Financial Services.

*Federal Perkins Loan:* Long-term low interest loan awarded to students demonstrating need according to federal regulations and the college's policies. Students may borrow an annual maximum of \$5,500 through this program with an aggregate of \$27,500 during the undergraduate years. Actual awards vary contingent upon available funding. The interest rate is 5 percent and repayment begins nine months after the student ceases to be enrolled at least half-time.

*Federal Work Study:* Federally funded work program providing the opportunity for students to work part-time during the academic year. Work study positions are generally

on-campus with pay rates beginning at minimum wage. Paychecks are issued monthly. Eligibility for work study is based on financial need as determined by an analysis of the information provided on the FAFSA. Eligibility is not a guarantee of employment.

*Federal Direct Stafford Loan (Subsidized and Unsubsidized):* The Subsidized loan is awarded on the basis of financial need. The federal government pays all interest on the loan until the student drops below half-time enrollment or meets the maximum eligibility cap. An Unsubsidized loan is not awarded on the basis of need. The student is charged interest from the time the loan is disbursed until it is paid in full. Repayment for the Subsidized and Unsubsidized Stafford Loans begins six months after the student is no longer enrolled at least half time or immediately after a cease in enrollment if the student entered repayment status on prior loans before returning to school at least half time. Amounts are based on academic credit level completed and aggregate loan limits apply. The interest rate is fixed at a maximum of 4.66% for loans first disbursed after July 1, 2014.

*Federal Direct Parent Loan for Undergraduate Students (PLUS) and Graduate PLUS:* Parents of dependent students may apply for a Direct PLUS Loan to help pay their child's education expenses as long as certain eligibility requirements are met. Graduate and professional students may apply for PLUS Loans for their own expenses. The interest rate is fixed at 7.21% for loans first disbursed after July 1, 2014. Interest is charged from the date of the first disbursement until the loan is paid in full.

## State Funds

The Oregon Office of Student Access and Completion administers state-funded and private awards for Oregon residents attending an Oregon college. Information contained in the FAFSA for an Oregon resident is automatically sent to the Oregon Student Access Commission for use in determining a student's eligibility for the following programs:

*Oregon State Opportunity Grants:* The state uses the Shared Responsibility Model to determine awards. Some of the factors in the calculation are family size, income and the number of family members attending college. More information is available at the state website [oregonstudentaid.gov](http://oregonstudentaid.gov).

*Private Awards:* The Oregon Office of Student Access and Completion administers a number of awards funded by private donors. Though many of these awards have some restrictive eligibility requirements, most recognize outstanding academic achievement. In addition to the FAFSA, students are required to submit a separate application to the Oregon Office of Student Access and Completion by March 1. Applications are available at [oregonstudentaid.gov](http://oregonstudentaid.gov).

## Private Funds

Oregon Alliance of Independent Colleges & Universities (OAICU); local churches; service clubs such as Kiwanis, Elks, Rotary, Eastern Star, Masons and other civic clubs and employers provide student scholarships. Many reference books and internet web sites are available for use in researching private assistance programs. These can be found at libraries, high schools, the worldwide web, or college counseling offices.

## Gift-aid (Grants, Awards, Scholarships)

Gift-aid funds are credited to each student's account in the Office of Student Financial Services at the beginning date of each semester or, if after the academic period begins, upon notification of approval and verification of enrollment.

## Veterans Affairs Benefits

Students who are eligible to receive Veterans Affairs (VA) educational benefits should first check with their Benefits Officer to determine the appropriate program (chapter) under which to apply. Additional information may be found at [www.benefits.va.gov](http://www.benefits.va.gov). To establish eligibility at Warner Pacific, the student should submit

- A copy of the Certificate of Eligibility awarded by the VA
- A signed VA Education Benefit Statement of Rights and Responsibilities form (available from the enrollment counselor)

If VA educational benefits have been received at another institution prior to attending Warner Pacific, the student must submit a VA Form 22-1995, Request for Change of Program or Place of Training. Students who desire to have their military training evaluated for possible college credit should submit a form DD-214, Military Service Record. VA forms should be submitted to the enrollment counselor.

Any veteran receiving GI Bill benefits while attending Warner Pacific College is required to obtain transcripts from all previously attended schools and submit them to the college for review of prior credit.

## Loans

Loan eligibility is listed on the student aid award letter and processed by the Office of Student Financial Services. The Office of Student Financial Services will process the awards in the amount stated on the award letter unless notified by the student of a reduction.

In general, funds are typically received at the beginning of each semester, according to federal regulations. Typically, entrance counseling and a Master Promissory Note (MPN) must be completed prior to funds being placed on the student's account (if not previously completed). Most loans, including Federal Direct Stafford Loans, are received by electronic funds transfer. If hard copy checks are received, a notification is sent to the student regarding the check for endorsement and application to the student account. The Office of Student Financial Services credits loan funds to student accounts and requests refunds on overpayments.

Federal Perkins Loan processing and disbursements are overseen by the Perkins Representative located in the WP Office of Business and Finance. A Perkins Loan entrance interview and Master Promissory Note (MPN) is required before the loan is credited to the student's account.

## Campus Employment

Students working through the student employment programs (Federal Work Study and Institutional Student Employment) are paid monthly. All positions pay at least minimum wage. Earnings are not automatically applied to student account balances; however, monthly student account payments are available through a payroll deduction plan.

## EXCESS FUNDS AVAILABILITY

Excess Title IV funds are available to students within two weeks of funds receipt. Photo I.D. must be presented to the Office of Student Financial Services in order to pick up a refund check. Students may also request the excess funds on their student account be held for future charges or to have their refund check mailed to their permanent address on file in the Records Office. Proof of attendance forms may be required (usually in the first



two weeks of the semester) and are available in the Office of Student Financial Services. Proof of attendance forms must be signed by at least one instructor, if required. Warner Pacific College does not advance funds prior to receipt.

## **ACCOUNT ADJUSTMENTS**

If a student adds or drops courses, an official change of registration must be submitted to the Registrar. Complete withdrawal from the college and all courses follows the withdrawal process outlined below. Fees and charges are appropriately adjusted at the full semester rate(s), with related adjustments in financial aid.

## **WITHDRAWAL PROCEDURES**

The procedure for withdrawing from all courses is as follows:

1. Obtain a withdrawal form provided by the Retention Manager in the Office of Enrollment.
2. Secure required signatures and complete the form.
3. Return the completed form to the Records Office.

## **RETURN OF TITLE IV FUNDS POLICY**

Federal regulations require each educational institution to have a written policy for the refund and repayment of federal aid received by students withdrawing during a semester for which payment has been received. These policies are effective only if the student completely terminates enrollment (i.e., cancels registration, withdraws, or is dismissed) or stops attending all classes before completing more than 60 percent of the enrollment period. The Return of Title IV Funds Policy also applies to Leaves of Absence (LOA) in the traditional program.

Warner Pacific restores to the appropriate federal sources a proportional share of the institutional charges for which the student has been paid. A repayment may be required when cash has been disbursed to a student from financial aid funds in excess of the amount of aid the student earned during the semester. The law assumes that a student uses Title IV student aid to pay institutional charges: tuition, fees, room and board. The amount of Title IV aid earned is determined by multiplying the total Title IV aid (excluding FWS) for which the student qualified, by the percentage of time during the semester in which the student was enrolled. A copy of the worksheet used for this calculation may be obtained from the Office of Student Financial Services. The responsibility for returning unearned aid is allocated between the school and the student.

In accordance with federal regulations, the return of Title IV funds is made in the following priority order:

- Unsubsidized Federal Stafford Loan
- Subsidized Federal Stafford Loan
- Federal Perkins Loan
- Federal PLUS Loan
- Federal Pell Grant
- Federal SEOG
- Federal TEACH Grant

## **STANDARDS OF ACADEMIC PROGRESS**

Warner Pacific College is mandated by the U.S. Department of Education per federal regulations to qualitatively (grade-based) and quantitatively (time-related) 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 to carry at least 12 credits when enrolled fulltime. In the event that a student's performance is found to be unsatisfactory, the college notifies the student of the current status and the impact of this unsatisfactory progress on financial aid eligibility. Financial assistance includes federal, state, and institutional assistance including employee remit.

The policies that govern financial assistance do not have any bearing on student academic standing as they are separate policies.

### **Qualitative Standard**

Students are expected to maintain at least a 2.0 cumulative GPA and are expected to earn a minimum GPA of 2.0 each semester they are enrolled.

The GPA is computed by multiplying the credit hours by the quality points for each letter grade received (see page 39); the quality points for all courses recorded are totaled and the number is divided by the total number of letter grade credits. For courses retaken by the student, all grades remain on the transcript, but only the highest grade is included in the GPA calculation. Financial aid can be applied toward successfully-completed courses retaken to raise the student's grade one time only.

### **Quantitative Standard**

Full-time students must complete at least 12 credits per semester while attending Warner Pacific College. The quantitative measure for less than fulltime attendance is calculated as a percentage of the fulltime standard. Periodic evaluations will monitor the student's pace of progression. No-credit designations such as "W" (withdrawal), course grades of "I" (Incomplete), or "IP" (In Progress) are considered unsatisfactory completion of a course.

### **Maximum Time Frame**

Fulltime matriculating students are eligible to receive financial aid for a maximum of 150 percent of the time required to complete a degree. In general, a baccalaureate degree program is 124 credits. The maximum number of credits for which a student may be eligible to receive federal financial aid is 186 (124 x 150%). All course work included in credits toward completion are considered in the calculation for time frame eligibility. Transfer credits accepted by Warner Pacific College toward the program are included in the calculation of attempted and completed credits in determining the total 150% timeframe. Once it becomes apparent the student is unable to complete the program within the 150% credit limit, financial aid is suspended. Students with suspended financial aid may submit an appeal for reinstatement (see below).

### **Unsatisfactory Academic Progress**

Satisfactory academic progress, as indicated by semester and cumulative GPA, and number of credits earned, is monitored each semester by the Office of Student Financial Services. Students failing to meet satisfactory academic progress standards are placed on financial aid warning (warning) and issued a letter alerting them of the need to correct the deficiency. The warning status allows the student to maintain financial aid for one additional semester. At the end of the additional semester, if the student achieves satisfactory academic progress standards, the status is lifted. If the student does not achieve satisfactory academic progress standards at the end of the warning period, the student is placed on financial aid suspension (suspension) and is denied further

financial aid from Warner Pacific College until the standard is met. Students who have not officially withdrawn and have not completed any credits or received a 0.00 GPA in a particular semester are placed on immediate suspension. Students whose financial aid has been suspended may appeal for reconsideration of financial aid eligibility (see below).

## **Appeals**

A student with suspended aid may appeal for reconsideration of financial aid eligibility by providing a letter in writing to the Director of Student Financial Services. The appeal must include a statement regarding the reason the student failed to make satisfactory academic progress and changes made that will allow the student to achieve satisfactory academic progress at the next evaluation. Appeals are adjudicated by the Financial Aid Advisory Committee (FAAC). An appeal may be approved if the FAAC determines the student has addressed the issues and has systems and support in place to allow satisfactory academic progress during the subsequent evaluation period. Decisions by the FAAC are final. Students will be notified in writing (posted or email) of appeal decisions. If the FAAC approves an appeal the student is placed on financial aid probation (probation) for one semester and is eligible to receive financial aid. At the end of the probation period, if the student achieves satisfactory academic progress standards by meeting the requirements that the FAAC set forth, the status is lifted. If the student does not achieve satisfactory academic progress standards at the end of the probation period the financial aid is suspended. Students may appeal again if aid is suspended.

Circumstances under which a student is permitted to submit an appeal letter include but are not limited to, death of a relative, injury or illness of the student, or other special circumstances.

## **Re-establishing Academic Progress and Financial Aid**

A student with suspended aid may re-establish financial aid eligibility by either appealing for reconsideration of financial aid eligibility to the FAAC or by completing 12 credits with a semester GPA of 2.0 or higher without the benefit of financial aid from Warner Pacific College. Following the completion of the credits, the student may reapply by written appeal for financial aid for the following semester. Incomplete and in-progress grades affecting financial aid standing may be reviewed through the appeals process.

*Adult Degree Program students should refer to the ADP Bulletin for Satisfactory Academic Progress and Reinstatement process explanations.*

## **WARNER PACIFIC COMMUNITY**

Warner Pacific College offers a Christ-centered, academically rigorous, leadership focused, learning community in which faculty, staff, and students come together to share, explore and solidify each individual's ideas, values and beliefs. Warner Pacific is a college that strives to develop students who are characterized by a strong personal faith, integrity, transformation, a sense of mutual responsibility, and a pursuit of personal excellence. The Warner Pacific community emphasizes seamless, holistic learning that occurs in classrooms, in residence halls, on the gym floor, in the dining hall, at worship, and at social gatherings. The Warner Pacific student population is comprised of students ranging in age from 17 to well past retirement, and originating from across the United States and many foreign countries.

## **COMMUNITY AGREEMENT**

Warner Pacific is a college sponsored by the Church of God. Its mission, programs, and campus life are all informed by three basic traditions: Christ-centered, urban, and liberal arts.

Campus standards have grown out of the following qualities of campus life valued at Warner Pacific College:

- Love of God, self and neighbor
- Respect for others
- Honesty and integrity
- Reconciliation
- Freedom within restraint
- Health and wellness
- Spiritual growth and maturity
- The joy and abundance of life

Students coming to this college agree to conduct themselves as responsible citizens and actively contribute to the quality of social, spiritual, and intellectual life. Violation of college policies including the Community Agreement, subjects students to disciplinary action that could include warning, probation, or dismissal from the College.

A full description of the Community Agreement appears in *The Squire*, the student handbook. Abiding by the Community Agreement is a condition of students' continued enrollment at Warner Pacific College.

## **STUDENT HANDBOOK**

More specific information about student life is contained within the student handbook, *The Squire*. *The Squire* is accessible on the college's website and may be viewed at [www.warnerpacific.edu/uploads/files/students/traditional/2015-2016\\_Squire.pdf](http://www.warnerpacific.edu/uploads/files/students/traditional/2015-2016_Squire.pdf).

## CAMPUS MINISTRIES

As a diverse “Community of Faith” with Christ as the centerpiece, Warner Pacific is committed to finding its unity in Christ. Students, staff and faculty come from a variety of backgrounds reflecting differing worship styles, theology, and doctrines. The community employs the principle, “In essentials, unity; in non-essentials, tolerance; and in all things, charity.”

Campus Ministries at the college is offered in numerous ways. First, bi-weekly chapels are designed to relevantly engage the WPC community around our mission as a Christ-centered, Urban, Diverse, and Scholastic environment. Second, students have the opportunity to participate in student-led chapels that provide experiences for practicing the rewarding and challenging work of spiritual disciplines such as community, prayer, and reflection. Third, small group and discipleship offerings encourage deepened community and accountability. Fourth, a thriving and challenging service program is designed to meet the physical, emotional, and spiritual needs of the Portland area residents, which includes our annual Common Day of Service and the Martin Luther King Jr. College Service Day. Fifth, Warner Pacific offers cross-cultural missions opportunities during summer, Christmas and spring breaks to challenge students to serve and grow. Lastly, periodic retreats and relaxing spiritual outings are offered over the course of the year.

Because spiritual formation is a central part of the health and development of our community, students are encouraged to be involved with chapel on the campus and service in the community. The campus ministry agreement follows:

**Every residential student enrolled in 12 credits or more** is required to attend a minimum of 15 chapels per semester. These community chapels are on Tuesday and Thursday in McGuire Auditorium. Fifteen credits represent roughly half of the chapels offered in the semester. In addition, every full-time residential student is required to have ten service hours. These hours can be acquired by direct service and social action off campus in the greater Portland area. The Department of Service Learning provides many opportunities for service hours.

**Every commuter student enrolled in 12 credits or more** will be required to have a combination of chapels and service hours that equal 25. Commuter students may get up to 20 hours in either chapel or service and must have a minimum of five credits in both categories at the end of the semester.

### Chapel Petition Process

Students have the opportunity to petition out of the chapel credits. Petitions must be submitted online within the first three weeks of the semester. Students are required to explain an adequate cause for physically not being able to be present in chapel, an employer or internship supervisor contact information (if pertainable), and have a well-articulated plan for spiritual growth (outside of regular church attendance) or campus involvement.

**Every student** who does not complete the **Faith and Service Credit** commitment will be fined \$10 per credit missed. Semester fines will not exceed \$200.

The spiritual life of any community is only as strong as those who participate. All students are encouraged to take advantage of the numerous opportunities offered at Warner Pacific to enhance their spiritual development and offer their gifts to enrich the entire Warner Pacific College community.

## **ASSOCIATED STUDENTS of WARNER PACIFIC COLLEGE (ASWPC)**

Leadership Development and Student Programs exists to cultivate a community where students are engaged in relevant and diverse programming, empowered to lead, and inspired to act justly. The Associated Students of Warner Pacific College (ASWPC) is the executive body, composed of duly elected and appointed officers and representatives. ASWPC consists of six major branches: Student Government, The College Activities Board (CAB), The Student Diversity Council, Residence Life, Campus Ministries, and Service Learning.

Membership in campus interest groups and clubs is open to all fee-paying students; their activities are carried out under student leadership with the counsel and advisement of faculty and staff. The workings of student government are outlined in detail in the student handbook, *The Squire*, which is available online.

### **CLUBS AND ORGANIZATIONS**

A variety of clubs and organizations are available to students who meet the stated requirements. In addition, several faculty and institutional committees have student membership. See *The Squire* for specific information.

### **STUDENT GOVERNMENT**

The purpose of Student Government shall be to organize an active voice expressing student sentiment for the control of all matters of general student concern and to develop a spirit of Christian fellowship and service. They are the representative board through which the student body acts on all matters pertaining to student rights and responsibilities. Membership in Student Government (SG) is comprised of six officers who are elected or appointed for one-year terms. They operate under the guidance of the Student Government By-laws.

### **COLLEGE ACTIVITIES BOARD**

Warner Pacific's College Activities Board (CAB) is a ministry and student leadership vehicle designed to build campus-wide unity through quality activities and services for the student body. It is the goal to help students get acquainted, involved and invested in the community. CAB coordinates and administers student programming on campus. Membership in CAB is comprised of five officers who are elected or appointed for one-year terms. CAB understands that social, physical, and educational activities play an important role in a students' overall experience and that they are key to developing a strong sense of community on campus. Student Activities help shape attitudes, affect one's readiness to learn, and impact the quality of the college experience. CAB is responsible for programming in intramurals, outdoor recreation, special events, and the Student Union. These activities are student-led, enabling students to be involved in the planning and leadership of campus-wide programming. For more information, check out the web page at [www.warnerpacific.edu/campus-life/college-activities-board/](http://www.warnerpacific.edu/campus-life/college-activities-board/) or [www.facebook.com/wpccab](https://www.facebook.com/wpccab).

### **STUDENT DIVERSITY COUNCIL**

The Student Diversity Council exists to fulfill the WPC mission by actively promoting justice on campus and in the broader Portland community. This is accomplished through inclusive events and programs that encourage awareness, education, advocacy, activism, and collaboration.

The Student Diversity Council is composed of elected and appointed student representatives. These students work throughout the year, in conjunction with the Office of Diversity and other leadership groups, to promote the mission of the Council and the Institutional Diversity Framework consisting of these five components: Multicultural Education, Multicultural Programming, Social Justice, Community Collaborations, and Equitable Campus Culture.

## **RESIDENCE LIFE**

Residence Life exists to cultivate a responsible living and learning environment where holistic growth takes place through dynamic relationships and relevant and diverse programs. A team of ten trained Resident Assistants (RAs) works to build relationships, act as a connection point and resource and to engage in community on campus. By maintaining a safe and secure living environment, Residence Life seeks to offer dynamic educational and social programming that furthers the building of community and enriches the overall student experience.

Living in residence at Warner Pacific College carries with it a distinctive set of privileges and responsibilities. Students who reside on campus live in a community with their peers and are entrusted with the responsibility to care for each other in a cooperative and communicative fashion. This environment provides students with enriching experiences, which may be an impetus for healthy interpersonal relationships. Because living on campus (in residence) can have a significant impact on one's learning process, personal development, and faith journey, all single students under 21 years of age who are enrolled fulltime (12 or more semester credits), who have not established a permanent residence for 12 months or longer and who do not live with parents or legal guardians, are required to be a part of the residence life program. Living options consist of residence halls, one and two bedroom apartments, and houses.

Residential living is more than sleeping, studying, and enjoying friends; it provides an opportunity for students to integrate their academic, spiritual and interpersonal learning. Living in residence enables students to develop the ability to adjust their personal needs to achieve the goals of true community. Requests for permission to live off-campus must be submitted by petition to the Student Affairs Coordinator. Questions and concerns about on-campus living are handled directly by the Office of Student Affairs.

## **CAMPUS MINISTRIES**

Campus Ministries cultivates the love of God by providing quality pastoral care, developing transformational leaders, and creating community by serving the campus and the city. Often, college is a place for students to explore their spirituality and reflect on their religious traditions. This can be an intense time of spiritual awakening which can lead to a deeper understanding of one's faith in Christ. The Campus Ministries team is committed to aiding in each student's spiritual maturing regardless of one's faith tradition. Campus Ministries is comprised of a Chapel Worship Leadership Team and a Small Groups Leaderships Team. For more information, visit the Campus Ministries Office.

## **SERVICE LEARNING**

Service learning at WPC seeks to engage students in direct service that is rooted in social justice and meets the tangible needs of our neighbors in the city of Portland and beyond. We do this through curricular and co-curricular collaborative service opportunities and facilitated reflection specifically focused on these seven categories: Economic Equity, Ecological Justice, Racial/Ethnic Equity, Youth and Child Support, Support for the Elderly and Disabled, Gender Equity, and Interfaith Relationship.

Service at Warner Pacific College is work that is done to meet the tangible needs of our neighbors in the city of Portland and beyond. Through a variety of engaging curricular and co-curricular service learning opportunities, students will be consistently involved in experiential learning and gain the ability to apply learning beyond the classroom. At Warner Pacific, students are encouraged to engage in the college's Christ-centered identity by utilizing their skills, passions, and education to work toward social justice through consistent direct service in the community. Students will engage in many service opportunities to utilize their skills and interests for the betterment of our community. Occasional service opportunities will be hosted by Service Learning (such as Common Day of Service and MLK Day of Service) and courses with service learning components. In addition, students have access to volunteering resources through Service Learning (such as the Local Connect program) which will assist in connecting with community organizations.

## **INTRAMURAL PROGRAM**

The purpose of the Intramural Program is to provide an opportunity for the Warner Pacific College community to participate in a variety of competitive and non-competitive sports and activities. The Intramural Program seeks to compliment the educational endeavors of the college and is oriented toward every population on campus.

## **STUDENT SERVICES**

### **CALDWELL HOUSE CAREER AND LIFE COUNSELING CENTER**

A variety of services are available to the Warner Pacific community at the Career and Life Counseling Center. Located between the Gotham Science building and the Tabor Terrace Apartments, the center is not only a comfortable place to relax in-between or after classes, it is also a place dedicated to supporting students as they identify their interests, talents, and skills and as they explore potential career paths. The Career and Life Counseling Center is also dedicated to helping students remove obstacles along the way. Whether these obstacles are financial, physical, social, or personal, a visit to the Caldwell House is a good place to start when looking for solutions.

Career counseling is an integral part of a student's education. As students are able to more fully understand their values, skills and interests, they are better prepared to translate them into meaningful career and life plans. Individualized career counseling, vocational assessments, a career library, and a variety of workshops covering such topics as resume writing and interviewing techniques, are available to all Warner Pacific students to assist them in finding fulfilling work in today's competitive job market.

Life counseling is available to and can benefit all Warner Pacific students. Counseling services focus on engaging individuals in the assessment of their own strengths and in using these strengths to address obstacles that arise as they progress towards graduation. Communication strategies, strengthening relationships, time management, stress reduction, identity development, and healthy living are just some of the areas of personal growth that are typically encountered by college students. Should life stressors become overwhelming to any student, counselors at the Career and Life Counseling Center are prepared to support students in crisis situations. While attending to the need to protect confidentiality, counselors actively work with an individual's support network and community resources in order to provide the care necessary to weather personal emergencies.



Support for students with diagnosed disabilities is provided by Warner Pacific College and is consistent with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Free and appropriate academic assistance and classroom accommodations are available to Warner Pacific College students who have been diagnosed with a qualifying disorder. Students seeking reasonable accommodations should contact the Student Affairs Coordinator or the Director of the Career and Life Counseling Center to arrange an appointment to discuss academic or classroom challenges and to develop an accommodation plan. In order to draft a plan, assessment records from within the last three years will need to be submitted.

## **STUDENT HEALTH/WELLNESS SERVICES AND MEDICAL INSURANCE**

For Health and Wellness needs, students are directed to the athletic trainer located in the Student Union Building. Athletic Trainers shall provide basic emergency first aid, nursing assessments, advice, referrals, and health/wellness education.

All students are encouraged to carry their own personal health insurance, while Accident Insurance is automatically provided for students enrolled in six or more credits as a part of their general fees. Information on several good health insurance plans is available as needed from the Office of Student Financial Services.

Oregon State Law requires that all full-time students show proof of receiving a second dose of measles-containing vaccine. Students are also asked to provide record of receiving all immunizations mandated by the Oregon Department of Health Services for all public and private schools. For more information, see: <http://oregon.gov/DHS/ph/imm/school/index.shtml>. In addition, all students are required to provide a completed Health Information form. Completed forms should be submitted at registration, are kept on file in the Records Office. All Health History information is kept confidential and requires student permission for any further distribution. International students have additional requirements, as follows: 1. Oregon law prohibits foreign students with non-immigrant visas and no measles immunizations from starting classes (or even coming on campus) until they have at least their first measles immunization; they must then get the second measles immunization within a month after school starts or they cannot continue; 2. they must provide proof of tuberculosis Screening (PPD/Mantoux) within six months of entering college.

## **STUDENT VEHICLES**

All students with vehicles on campus must register their vehicles to comply with campus regulations. A parking permit may be purchased for \$65.00 per semester. To obtain on-campus parking privileges, the following information must be provided: the vehicle make, model, license number and student's name, student ID number and phone number. Parking regulations are strictly enforced (see *The Squire* for automobile and parking regulations). A fine of \$20 will be imposed for each violation on all improperly parked vehicles, with the exception of official college guests. In addition, improperly parked, unregistered student vehicles may be assessed motor vehicle search costs from DMV plus the cost of a parking permit.

# Undergraduate Academic Policies, Procedures and Standards

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.

## **CONFIDENTIALITY OF STUDENT RECORDS**

Warner Pacific College adheres to a policy of protecting students' rights to restrict release of personal information within their college records. All student academic files, supporting documents, and other records shall be maintained by Warner Pacific College staff employed for that purpose. The Registrar maintains transcripts of educational records, containing information only about academic status, in the Records Office. Every student is guaranteed access to his or her records. 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 and administrative officers shall be for internal educational purposes, routine administrative and statistical purposes or legitimate inquiries made by instructors to guide the student in a specific academic area.

In general, information from a student's record 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. As of January 3, 2012, the U.S. Department of Education's FERPA regulations expanded the circumstances under which academic records and personally identifiable information (PII) contained in such records — including Social Security Numbers, grades, or other private information — may be accessed without student consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to individual records and PII without student consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to academic records and PII without student consent to researchers performing certain types of studies, in certain cases even when the college objects to or does not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive the PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without student consent PII from academic records, and they may track student participation in education and other programs by linking such PII to other personal information about students that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Grade reports will be made available to parents of a student when written permission is received from the student. Confidential release forms are available at the Records Office. These forms require the student's signature.

Students who have questions about their grade records or any of the registration procedures may inquire at the Records Office. To maintain confidentiality of student records, only authorized persons presenting identification may review students' files.

## **DIRECTORY INFORMATION**

The college considers the following items to be student directory information and may be released to anyone upon request: name, campus email address, date of birth, photograph, status as fulltime or part-time, major field of study, participation in recognized activities and sports, dates of attendance, degrees and awards received, educational institutions previously attended, hometown and current city of residence. Height and weight of student athletes may be released for appropriate purposes.

Students who do not wish to have directory information released by the college must file that request in the Records Office and must re-file the request annually.

## **STATEMENT OF COMPLIANCE**

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

## **STATUTE OF LIMITATIONS**

Because of the changing nature of certain areas of study, Warner Pacific has set specific limitations on the age of courses completed in identified subjects: courses older than ten years are not acceptable to satisfy the Core Health requirements; courses older than 20 years are not acceptable to satisfy the Core Social Science requirement; courses older than 20 years must be reviewed by the Science Department faculty to determine acceptability to satisfy Core Science requirement. Courses deemed to fall outside of the Statute of Limitations may be applied toward elective degree requirements. In addition, most academic departments have established specific statute limitations on courses applied toward major and minor requirements. Those statutes are specified in the individual academic department sections, beginning on page 61. All statutes of limitations are specific to the student's catalog of entry, so long as continuous enrollment is maintained.

## **TRANSFER CREDITS**

### **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. Courses completed at non-regionally accredited institutions in which the student earned a grade of "C-" or higher, may be evaluated by faculty in the appropriate academic department for Core Studies application.

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 course in the major or minor. In the transcript evaluation process, quarter credits will be converted to semester credits. The formula used is: 1 quarter credit = .67 semester credit. Credit for college-level work from accredited community, junior or vocational/technical colleges is allowed to a cumulative maximum of 72 semester credits.

## **BLOCK TRANSFER**

The college accepts the Associate of Arts Transfer Degree from Oregon community colleges and the A.A.-D.T.A. degree from Clark College in Vancouver, Washington as fulfillment of the Core Studies Requirements, with the exception of HUM 310 and 410, and two identified courses of Religion, at least one of which must be taken at Warner. (See also “Associate Degrees in Transfer,” page 36.)

In addition, Warner Pacific College honors specific articulated agreements with Chemeketa Community College, Clackamas Community College, Clark College, Eugene Bible College, Everest College, Gardner College, High Desert Christian College, Mt. Hood Community College, Linfield College, Marylhurst University, Multnomah University, North Portland Bible College, Pioneer Pacific College, Portland Bible College, Portland Community College, Portland State University, University of Portland and University of Western States. The college maintains a teacher education cooperative agreement with The University of Portland and cross-registration opportunities with member colleges of the Oregon Alliance of Independent Colleges and Universities.

## **UNACCREDITED INSTITUTIONS**

Credit earned at an unaccredited college or university may be submitted for evaluation at the time of transfer. Credit which has been awarded a grade of “C-” or higher may be transferable upon appropriate faculty evaluation and recommendation, on a course-by-course basis. Credits receiving recommendation are provisionally accepted until the student has satisfactorily completed 15 semester credits at Warner Pacific.

## **FOREIGN INSTITUTIONS**

Credit earned at a foreign institution may be submitted for evaluation at the time of transfer. If the institution is listed in the ACE-published Accredited Institutions of Postsecondary Education, the credits will be evaluated as the college evaluates similar U.S. institutions. If the institution is not listed in the ACE guide, the student must provide acceptable documentation of its academic equivalency in the United States. Warner Pacific College advises the use of the following international credential evaluation service:

World Education Services, Inc. (WES)  
P.O. Box 745, Old Chelsea Station  
New York, NY 10113-0745  
Telephone: 212-966-6311  
Fax: 212-739-6100  
Web: [www.wes.org](http://www.wes.org)  
Email: [info@wes.org](mailto:info@wes.org)

## **COLLEGE COURSES COMPLETED BEFORE HIGH SCHOOL GRADUATION**

College courses taken before a high school diploma is received are accepted in transfer provided the student receives grades of “C-” or above in the courses.

### **ASSOCIATE DEGREES IN TRANSFER**

Warner Pacific accepts the completed Associate of Arts Transfer Degree from Oregon community colleges and the Associate of Arts D.T.A. degree from Clark College in Vancouver, Washington as having fulfilled the core studies requirements except as described below. 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. The associate degree being transferred must be completed prior to entry at Warner Pacific. Students enter the college at junior status with a minimum of 60, but no more than 72 semester credits. If coursework in progress at another institution at the time of transfer would complete the associate degree and/or qualify for junior status at the end of that term, the student may request the Registrar in writing to postpone evaluation of the official transcript until the end of the current term, upon receipt of the official transcript. Student must present evidence that coursework is in progress and that satisfactory completion of those courses will result in completion of the Transfer Degree. Any academic advising provided by the college prior to official transcript evaluation is not official and may change based on the official evaluation.

Students with a two-year degree are not exempt from mathematics and English competency requirements of the college as determined by appropriate course work or test scores. Remediation may be necessary if deficiencies are determined. Students with an acceptable transfer degree must complete the following additional core studies requirements:

- HUM 310 Faith, Living and Learning (3), or HUM 210 Science in Society (3), or HUM 211 War and Peace (3), HUM 212 Earthkeeping (3), or HUM 213 Politics and People of the Book (3)
- HUM 410 Senior Humanities Seminar (3)
- Two identified courses in religion, at least one of which must be completed at Warner Pacific. (See page 56.)

### **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 30.

### **PRIOR LEARNING EXPERIENCE**

Prior Learning Experience (PLE) credit will be awarded for college-level learning that has occurred outside the classroom. There are three ways in which students can demonstrate that they have achieved college-level learning through prior experience: a) by successful completion of proficiency examinations. b) by submission of professional certification obtained through non-college instruction. c) by writing papers which document learning that has occurred through life experience. Such credit awards shall be made under protocol designed to ensure that reliable and valid measures of learning outcomes are or have been applied. All policies and procedures will follow guidelines set by the Council for Adult and Experiential Learning (CAEL) and the Northwest Commission on Colleges and Universities.

## ADVANCED PLACEMENT PROGRAM OF THE COLLEGE ENTRANCE EXAMINATION BOARD (AP)

The Advanced Placement process begins in high school when students of high academic ability, proven achievement and/or ones who are highly motivated enroll in college-level courses offered by their institutions. Warner Pacific grants credit to students who receive qualifying scores, as indicated in the Table below. Letter grades will not be assigned.

AP Exam area	AP Score	WPC Credit	WPC Course equivalent
Art—General	3, 4 or 5	2	ART 100
Art History	3, 4, or 5	3	ART 250
Biology	3	4	Lab Science elective
	4 or 5	8	BIO 101, BIO 102
Calculus AB	3, 4, or 5	4	MA 251
Calculus BC	4 or 5	4	MA 252
Chemistry	3	4	PHS 111
	4 or 5	8	PHS 211, PHS 212
Chinese Language and Culture	3	3	Foreign Language elective
	4 or 5	6	Foreign Language elective
Comparative Government and Politics	4 or 5	3	Political Science elective
English Language and Composition	4 or 5	6	EN 101 and Communications elective
English Literature and Composition	4 or 5	6	EN 101, EN 120
Environmental Science	3, 4 or 5	4	PHS 105
French Language and Culture	3	3	Foreign Language elective
	4 or 5	6	Foreign Language elective
German Language and Culture	3	3	Foreign Language elective
	4 or 5	6	Foreign Language elective
History—American	3	3	HIS 201
	4 or 5	6	Two U.S. History electives
History—European	3	3	History elective
	4 or 5	6	Two non-U.S. History electives
History—World	3	3	History elective
	4 or 5	6	Two non-U.S. History electives
Human Geography	4 or 5	3	Social Science elective
Italian Language and Culture	3	3	Foreign Language elective
	4 or 5	6	Foreign Language elective
Japanese Language and Culture	3	3	Foreign Language elective
	4 or 5	6	Foreign Language elective
Latin	3	3	Foreign Language elective
	4 or 5	6	Foreign Language elective
Macroeconomics	3, 4 or 5	1.5	Economics elective, or EC 203 (if successfully completed with Microeconomics)
Microeconomics	3, 4 or 5	1.5	Economics elective, or EC 203 (if successfully completed with Macroeconomics)
Music Literature	4 or 5	2	MUS 241
Music Theory	4 or 5	6	MUS 121, MUS 122
Physics B	3	4	PHS 101
	4 or 5	8	PHS 221, PHS 222
Physics C	3	4	PHS 101
	4 or 5	8	PHS 221, PHS 222
Psychology	3, 4 or 5	3	PSY 140
Spanish Language and Culture	3	3	Foreign Language elective
	4 or 5	6	Foreign Language elective
Spanish Literature and Culture	3	3	Foreign Language elective
	4 or 5	6	Foreign Language elective
Statistics	3	3	Math elective
	4 or 5	4	MA 342
U.S. Politics and Government	4 or 5	3	PS 140

## **INTERNATIONAL BACCALAUREATE (IB)**

Warner Pacific grants credit for the IB Diploma Program. Letter grades will not be assigned. Credit will be granted for scores of “5” or above on higher-level examinations, up to a maximum of 30 semester credits. A score of “4” may grant waiver of certain core requirements or prerequisites. No credit will be granted for standard level examinations.

## **AGENCY-SPONSORED LEARNING (MILITARY/CERTIFICATES)**

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). No credit is awarded for general military service. Official documentation of course completion is required. (Coursework completed through the Community College of the Air Force is not included in the alternative credit category and is limited, as with other credit earned at two-year institutions, to 72 semester credits.)

## **CREDIT BY EXAMINATION**

Students may earn credit by examination through tests developed and sponsored by Warner Pacific College or through standardized tests sponsored both by CLEP and DSST /DANTES as described below.

### **College Level Examination Program (CLEP)**

Developed and administered by the College Entrance Examination Board, the CLEP evaluates what a person has learned through non-traditional or independent study. Warner Pacific considers the ACE (American Council on Education) recommended guidelines to determine passing scores and number of credits for CLEP exams. The college is registered as an official CLEP test site.

### **Defense Activity for Non-Traditional Educational Support (DSST/DANTES)**

Originally developed for the voluntary education programs of the U.S. Armed Forces, the DSST standardized exams are now available for civilian use. The civilian tests are administered by the Chauncey Group International, a wholly-owned subsidiary of the Educational Testing Service. Warner Pacific considers the ACE-recommended guidelines to determine passing scores and number of credits awarded for DSST exams. The college is registered as an official DSST test site.

### **Proficiency Examination**

Students may earn credit for a course by examination. The student must submit a Proficiency Examination form with the signatures of the faculty of the course for which the exam is being taken, and the department chair for the course, and pay a Proficiency Examination fee prior to taking the exam. A minimum score of 70% (“C” or better) is required to pass the exam. The fee is due regardless of the outcome of the exam (see the Fees section of this catalog). The Proficiency Examination form is available in the Records Office section of this catalog. The Proficiency Examination form is available in the Records Office.

## **REGISTRATION PROCESS**

### **ACADEMIC ADVISING**

All students registered for six or more credits are assigned an academic advisor. The advisor’s responsibility is to assist the student to set, plan and reach his/her own personal educational goals. In order for a good advising relationship to function, each person



involved needs to know what is expected. THE FINAL RESPONSIBILITY FOR MEETING ALL ACADEMIC AND GRADUATION REQUIREMENTS RESTS WITH THE INDIVIDUAL STUDENT.

To achieve educational goals, the student must take the initial responsibility for setting advising appointments, completing the registration forms necessary in the advising process before meeting with the advisor, and undertaking some long-range planning for the completion of studies. A minimum of six months prior to graduation, the student should file an Application for Graduation with the Registrar.

It is the responsibility of the advisor to meet with the student for the purpose of reviewing long-range plans, completing registration for the coming semester, reviewing the graduation application and, in general, advising the student with respect to the chosen major and vocational plans.

### **CHANGE OF ADVISOR**

Once a student has declared a major, advisement is usually given by a faculty member in that particular field. If the student changes majors, a change of advisor should be requested. Students have the right to request such a change for other reasons as well. Major/Minor Update forms are available in the Records Office.

### **REGISTRATION FOR CLASSES**

Pre-registration for new students is available at several summer pre-registration events or during new student welcome weekend. Students matriculating during the fall semester are eligible to register for the fall and subsequent spring semesters. Returning students may register for fall and spring semester classes during the previous spring semester, or for spring semester classes during the previous fall semester (See Academic Calendar on page 220, or course schedule for specific dates).

Returning students may pre-register for fall and spring semester classes during the previous spring semester, or for spring semester classes during the previous fall semester (See Academic Calendar on page 220, or course schedule for specific dates). Pre-registrations convert to full registration status after the student's financial arrangements have been finalized with Student Financial Services.

### **CHANGES IN REGISTRATION**

Adherence to the printed schedule of dates regarding additions, drops and withdrawals is expected, since the dates have been established in light of teaching and learning needs and expectations. The Academic Calendar is published in the current catalog (see page 225), and on each semester's schedule of classes.

### **WITHDRAWALS**

Withdrawal from a course must be initiated by the student. A student may withdraw with no record on the transcript up to the end of the third week of the semester (called a "drop"). After the third week, a "W" will be entered on the student's transcript.

A student withdrawing within the first week is required to have the signature of his/her advisor. If withdrawal occurs after the first week, signatures from the advisor and the course instructor are required.

A student who fails to officially withdraw from a course but has not attended class sessions or submitted assignments will be assigned an "X" grade for transcript record. The student is responsible to complete the paperwork for withdrawals. Add/Drop forms are available in the Records Office.



## **ENROLLMENT**

### **ENROLLMENT STATUS**

A fulltime student is one who has met all entrance requirements and carries a minimum of 12 credits per semester. A part-time student is one who has met all entrance requirements and carries a minimum of six semester credits, a maximum of 11 semester credits, and is working on a degree program. A non-degree seeking student is one who is enrolled in five or fewer semester credits and is not working on a degree. Non-degree seeking students who have accumulated 15 credits at Warner are required to complete the full application for admission process before registering for additional courses. The non-degree seeking student is subject to the current tuition and other academic charges.

Such students are entitled to all privileges of the classes for which they are enrolled, but since they are exempt from student activity assessments they do not have full student government or activity privileges or rights unless they elect to pay the Student Body Fee. (See “Tuition and Fees,” page 14).

### **CLASS STANDING**

All full and part-time students who have applied for admission to the college and are working on a degree program are assigned class status:

Freshman, those students who have earned fewer than 30 semester credits

Sophomore, those with 30 to 59 credits

Junior, those with 60 to 89 credits, and at least 120 cumulative grade points

Senior, those with 90 or more credits and at least 180 cumulative grade points

Post-Baccalaureate, those who have earned a baccalaureate degree, and are pursuing a second degree, advanced licensure or certification

Graduate, those who have earned a baccalaureate degree, and have been accepted into one of the graduate programs

### **AUDITING A COURSE**

The purpose of an audit is to allow the student an opportunity to experience a particular discipline in an effort to make future degree/program decisions. Audited courses do not satisfy prerequisites for other courses. Only earned credits may count toward degree / program requirements or prerequisite fulfillment. A student may register for any course without credit by declaring that intention at the time of registration. A student may change a credit class to an audit no later than the last day to add classes. Admittance is contingent upon available space in the class. Audits may change to regular registration by paying the regular tuition, using the standard registration change procedures, and meeting the deadline of the last day to add classes.

Students electing to audit a Warner Pacific course must attend/participate (in) 75% of the classes for the audit to appear on the transcript; if the required attendance/participation level is not reached, the audit will be removed from the transcript, but no fees will be refunded.

### **CREDIT FOR COURSES**

Credit for study at Warner Pacific College is based on the amount of time a class meets per week for a semester. One credit per semester ordinarily represents three hours of the student’s time each week: one hour in the class and two hours in outside preparation.

## REPETITION OF COURSES

When a course is repeated, only the highest grade is included in the computation of the total number of credits and GPA required for graduation. All courses will remain on the student's permanent record.

## COURSE NUMBERING SYSTEM

Courses numbered 1-99 are preparatory courses. A maximum of six credits at the 90-level taken at Warner Pacific may be applied toward the graduation total of 124. No 90-level credits may be used to satisfy requirements in the major or minor.

100-199	Lower-division courses, primarily for freshmen
200-299	Lower-division courses, primarily for sophomores
300-399	Upper-division courses, primarily for juniors
400-499	Upper-division courses, primarily for seniors
160-169	Reserved for FYLC courses
179/279/379/479	Reserved for special topics in any subject area
205/305/405	Reserved for independent study courses in any subject area
278/378/478/578	Reserved for Crossing Cultures courses

## COURSES IDENTIFIED BY "X"

Courses which are identified by an "X" after the course number are classified as experimental courses. They may be used to satisfy requirements in appropriate categories.

## INTERNSHIPS, STUDENT TEACHING AND FIELD EXPERIENCES

Internships are courses having number, title, units and outcomes stated in filed syllabi. College sponsored on-site coursework is supervised by site personnel identified by the college supervisor, site supervisor and student prior to commencement of the internship. International students are required by law to complete INS forms prior to beginning an internship. These forms are available in the Office of Multicultural Services.

Credit is assigned prior to the internship with regard to the length and breadth of exposure necessary to successfully accomplish stated outcomes. Length/breadth/depth requirements for each internship course are identified by the academic department and documented in department files.

A **Field Experience** or **Practicum** is an introductory exposure to a professional environment for a few hours per week. Student involvement may range from observation to directed participation in assigned components of the working environment. In a field experience, the student is not responsible for any development or change in the clients of the school, agency, etc.

**Student Teaching** is the final stage of the pre-service teacher initial licensure program, leading to entry level competencies as a classroom teacher. Consent of the Director of Teacher Education is required. See the Teacher Education Handbook for further information.

## INDEPENDENT, TUTORIAL AND DIRECTED STUDIES

An **Independent Study** is a particular course that is designed specifically for an individual student. Listed below are the conditions under which an Independent Study may occur:

1. Such study is intended to allow students to explore academic areas of special interest not ordinarily provided by the existing curriculum.

2. Independent Study is carried out under the guidance of a qualified member of the faculty and must include regular contact with the faculty member.
3. Independent Study must have prior approval of the Department Chair.
4. Independent Study is normally available to junior and senior students. It is not available to students who are not regularly enrolled students of the college.
5. No more than 12 credits of Independent Study may count toward graduation. In unusual cases, students who do not meet these criteria may be permitted to undertake Independent Study providing that the appropriate instructor submits, along with the student's petition, a letter which, in the judgment of the Department Chair, adequately justifies the proposed study.

A completed Tutorial/Independent Study form (available in the Records Office) must be filed as part of the registration process. A per credit fee will be assessed for Independent Studies. The fee is in addition to tuition and any applicable class fees.

In **Tutorial Study**, students may register for an approved Warner course either at a time other than normally scheduled or when fewer than the minimum number of required students have enrolled for a regularly scheduled course. Tutorial Study will be approved only in instances where the course is required for student's degree program and circumstances prevent the student from enrolling in the course at the next regularly scheduled time.

A completed Tutorial/Independent Study form (available in the Records Office) must be filed as part of the registration process. A per credit fee will be assessed for Tutorials. The fee is in addition to tuition and any applicable class fees.

**Directed Study** is an existing course that has been redesigned and adapted for one-on-one study. It may be taken by one or more students. Directed Study is indicated as such on the regular class schedule and therefore does not require a request form or additional fees.

## **DISHONESTY AND PLAGIARISM**

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

1. Giving unauthorized information to another student or receiving unauthorized information from another student or source during any type of examination or test.
2. Obtaining or providing without authorization, questions or answers relating to any examination or test prior to the time of the examination or test.
3. Asking or arranging for another person to take an examination or test in one's place; asking or arranging for another person to sign an attendance sheet in one's absence.
4. Plagiarizing is taking ideas, words, or substantive ideas of another and offering them, as one's own, without acknowledging the source. Examples include, but are not limited to, the following: submission of a written work (either in part or in whole) completed by another; failure to give credit in a footnote/citation for ideas, statements, facts or conclusions, which rightfully belong to another; failure to use quotation marks when quoting directly from another; close and lengthy paraphrasing of another's writing.

All incidents of willful dishonesty or plagiarism will be reported in writing to the Chief Academic Officer. Possible actions that may be taken by a faculty member who

suspects a student of academic dishonesty (after conversation with the student in order to determine the student's awareness of the problem) are listed below. In order to protect both student and faculty involved, either the appropriate Department Chair or the Chief Academic Officer must be present during any action taken beyond the oral reprimand/counseling stage:

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

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

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

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

## **EXAMINATION POLICIES**

### **FINAL EXAMINATIONS**

The schedule for final examinations is published by the Records Office. In instances where the schedule requires a student to take more than two exams per day, or in cases where the schedule conflicts with college sponsored activities, the student may request to reschedule a final exam at no extra charge. The request to reschedule the exam should be made at least one week before the scheduled test date. Other requests to reschedule a final exam for a time other than the published hour require the student to pay a special exam fee (see page 14). Travel and other arrangements must be planned ahead in accordance with the schedule, since exemptions due to travel arrangements will not be granted.

### **MAKE UP EXAMINATIONS**

Students are expected to take examinations when scheduled. If circumstances prevent them from doing so, they may request that the professor administer the exam at a mutually convenient time. The professor may choose not to grant the request, but in cases where the request is granted, students must pay a special exam fee. (See "Tuition Fees and Expenses," page 14). A request for waiver of the fee must be made to the Registrar and must include reasons for the request.

## **ACADEMIC PERFORMANCE**

### **CLASS ATTENDANCE**

The student is assumed to be attending all classes for which he/she is registered. A student is responsible for course assignments regardless of the reason for the absence.

## **CIVIL BEHAVIOR AND CONSIDERATION OF OTHERS IN THE CLASSROOM**

Most college courses include a considerable expectation of participation and active learning during the class period. Interruption caused by one student to the orderly flow of the class session may not only inhibit the learning process but also disrupt and distract others engaged in the class. Therefore, the following guidelines have been established for use during class sessions:

- All cell phones should be turned completely off during class time. Students may not text message, receive or make calls during class.
- The use of laptop computers during class is permitted for the purpose of enhancing the educational outcomes of the course. Use of laptops to check one's email, cruise the Internet, play games, work on projects not related to the course, or other uses not related to the course outcomes is NOT permitted. Persistent violation of this guideline may result in the loss of computer use privileges during the class.
- Individual use of personal listening or viewing devices such as iPods is not permitted during class.

## **COURSE LOAD**

Students who expect to complete degree requirements in four years should register for at least 16 credits per semester. The Registrar must approve any course load that exceeds 18 credits (19 for music majors) prior to registration. An additional per credit overload fee will apply to student schedules above 18 credits (19 for music majors).

Courses taken concurrently at another institution, by correspondence, by extension, as well as non-credit courses, count as part of the academic load and should be discussed with the student's advisor to assure transferability.

## **GRADING AND GRADE POINTS**

Faculty measure the quality of academic work through letter grades, which equate to numerical point values, creating a "grade point average." Letter grades may be adjusted by use of the plus (+) and minus (-) modifiers. Beyond completion of reading, writing, performance or lab assignments and class participation, the following statements broadly suggest the meaning of the letter grades. Instructors may contextualize these statements according to the particularities of their courses.

Letter grade definitions:

- A** = superior performance (4 grade points). The student's work exceeds the course learning outcomes by formulating new knowledge or unique evaluations of existing knowledge, upholding the highest standards of scholarship, exhibiting unusual creativity, and/or including profound application to personal experience.
- B** = very good performance (3 grade points). The student's work meets all of the course learning outcomes by exhibiting a thorough understanding of the subject matter, employing competent scholarship, contributing well-reasoned conclusions and syntheses on course subjects, and/or reflecting on implications for personal perspectives.
- C** = satisfactory performance (2 grade points). The student's work meets most of the course learning outcomes by representing an acceptable understanding of the subject matter with relatively few errors in reasoning, demonstrating adequate awareness of scholarly expectations, and/or applying the subject of the course to personal experience.

- D** = inferior performance (1 grade point). The student's work does not meet several of the course learning outcomes by revealing significant gaps in understanding of the subject matter, lack of consistent use of scholarly conventions, and/or little personal application.
- F** = unacceptable performance (0 grade points) The student's work fails to meet the course learning outcomes by demonstrating insufficient understanding of the subject matter, poor use of scholarly conventions, and/or inability to connect the subject matter to personal experience.
- P/NP** Pass/No Pass
- I** Incomplete
- IP** In Progress
- R** Registrar received no grade
- W** Withdraw
- X** No Basis for Grade
- AU** Audit

Plus or minus grades may be specified on the transcript but will not affect calculation of the grade point average.

### **INCOMPLETE GRADES**

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

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

### **IN PROGRESS GRADES**

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

### **PASS/NO PASS POLICY**

Courses at Warner Pacific College may be taken for a Pass/No Pass (P/NP) under the following stipulations:

- To earn a "P" the student must complete the requirements of the course with at least the equivalent of a "C" letter grade.

- No more than a total of 12 credits, and no more than six credits in any one term (except internships and student teaching), may be taken P/NP to apply toward graduation.
- Courses in the student's major or minor may not be P/NP.
- Other courses which may not be taken for a P/NP include FYLC courses, EN 101, EN 200 and BI 151. (Any exceptions to this list must be approved by the department offering the course.)
- Students choosing to exercise the P/NP option in a course must process a P/NP form. This form must be completed and on file in the Records Office by the Friday of the tenth week of classes. (This form is available in the Records Office.)
- Once the P/NP option has been elected, it is not possible to request a letter grade at a later date.
- Any exceptions to the above policy must be approved by the Academic Policies Committee.

## **GRADE CHANGES**

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 within one semester following the issued grade. The instructor will submit the grade change to the Registrar. The instructor who assigned the grade should be involved in any appeal procedure concerning grade changes.

## **ACADEMIC PETITIONS AND APPEALS**

Occasionally it may be necessary to institute a petition for a waiver of established policies and procedures, or an appeal for a redress of grievances. Written appeals of policy are processed through the Records Office. Academic appeals fall into two general categories: 1) petitions regarding application of specific policies or 2) appeals of grades or other academic matters.

### **Petitions Regarding Application of Academic Policy**

Petitions relating to academic concerns must be in writing. All petitions must include the signature of the student's advisor. This signature does not necessarily mean that the advisor agrees with or supports the petition, but that the advisor is aware of the petitioner's request. Petitions are submitted to the Registrar. Typical petitions include waiver of requirements, acceptance of transfer credits, etc.

### **Appeals Regarding Grades or Other Academic Matters**

Resolution of appeals is handled at the lowest possible level. The student must discuss the situation with the professor involved. Should discussion with the professor not resolve the issue and the student decide to appeal further, the following procedure must be followed:

1. A written statement describing the situation is submitted to the appropriate Department Chair.
2. The Department Chair will meet with both the student and the professor to resolve the issue. Should the issue not be resolved at this level and the student or the professor wish to appeal further, step 3 is followed.
3. The student or the professor files an appeal with the Chief Academic Officer. The Chief Academic Officer will request pertinent information from all parties involved and make a recommendation for resolution. Should the issue remain unresolved, the student or the professor may appeal to the Academic Policies Committee (step 4).

4. A petition in writing is submitted by the student or professor to the Academic Policies Committee. The petition will describe the issue involved and the steps taken toward resolution. The Committee will request appropriate documents from the parties involved in steps 1-3. The Committee will hold a hearing on the petition. Parties to the dispute will be granted an opportunity to present their cases and to questioning. After receiving such evidence, the Committee will render a decision. The decision of the Committee is final. No further avenue of appeal is available. The decision of the Committee will be in writing and will remain on file in the office of the Chief Academic Officer and in the student's academic file.

## HONORS

A Dean's List is published each semester in recognition of undergraduate students, including ADP students, enrolled for 12 or more letter grade credits and receiving a minimum grade point average of 3.5 in all courses attempted that semester. Credits taken P/NP are eliminated from this calculation. Thus, a person taking 12 credits of which three are P/NP, would not be eligible for Dean's List consideration.

Baccalaureate degree candidates with qualifying GPAs who have completed at least 45 semester credits at Warner Pacific receive confirmation of honors at graduation. The "career" (cumulative) GPA appears on the student's transcript and is used to calculate the minimum GPA for graduation (see page 59) and qualification for honors at graduation. The career GPA is based on all courses attempted (both in residence and transfer) which are applicable toward graduation at Warner Pacific.

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

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

## SETTING ASIDE PAST RECORD

Warner Pacific students may petition only one time to have their entire academic record prior to a specified date, including earned credits and GPA, set aside and to start a new baseline. Petitions are submitted in writing to the Registrar. The set aside credits may not be applied toward graduation requirements nor will they be applied in calculating academic standing or honors. Thus, a student setting aside 12 credits of "C" and "D" grades, for example, needs to take 12 credits to replace those since the set aside credits may not be counted toward the required 124 credits. Transfer students, similarly, may petition to have Warner Pacific "disregard" a previous academic record, including earned credits and GPA, and to start a new baseline. The Registrar and the student's academic advisor, in consultation with the student, will determine the new baseline date. Warner students and transfer students must meet the same qualifications. Qualification for federal financial aid may be affected.

NOTE: Determining the method of computing the GPA is the prerogative of each institution. Although Warner makes provision for setting aside past records, students should not assume that schools to which they may transfer will compute their GPA using only the new record. (See also "Repetition of Courses," page 41.)

## SATISFACTORY PROGRESS

Students are expected to make satisfactory progress toward their degree by maintaining a minimum GPA of 2.0, by enrolling in courses that meet the requirements for a specific degree program, and the completion of the following:



- 24 credits per academic year if classified as a fulltime student
- 18 credits per academic year if classified as a 3/4-time student
- 12 credits per academic year if classified as a 1/2-time student

Students will be placed on Academic Probation at the close of any semester in which their GPA for that semester falls below a 2.0. If the GPA earned the subsequent semester is not a minimum of 2.0, a student may be dismissed. Students are required to earn a cumulative career GPA of 2.0 to be eligible for graduation.

Students who enter with probationary status must earn at least a 2.0 GPA their first semester or be dismissed at the end of that semester. First-time freshmen admitted on academic probation who achieve a GPA of 2.0 or higher in their first semester will move to good standing; those who earn a GPA from 1.0 to 1.999 will remain on probation and be required to participate in an academic support course as well as continue to meet with an academic mentor in their second semester; those who earn a GPA of 0.999 or below will be academically dismissed. Students may appeal probationary status decisions in writing to the Registrar for a review with the Academic Policies Committee and may ask their advisor to be present during the review.

Students placed on academic probation at the conclusion of any one semester **MUST** adhere to the following requirements:

1. Report to the Director of the Academic Support / Career and Life Planning Center during the first week of the semester to develop a plan that identifies and provides a remedy for the current academic difficulties.
2. Meet with the advisor no later than the first week of the semester to review the student's class schedule and make any necessary adjustments. Students are limited to 13 credits during the semester of probationary status.
3. Enroll in Critical Thinking and Study Skills (CLS 110) unless credit for the course has already been earned.

A probationary student in a Warner Pacific Student Leadership position may continue in the position only after an academic plan of action has been approved by the Director of Leadership Development and the Chief Academic Officer.

A probationary student interested in drama may audition for a play only if an academic plan of action has been approved by the Drama Professor and the Chief Academic Officer.

A probationary student with a semester GPA between 1.99 and 1.50, who is NAIA eligible and has not previously been on academic probation, may participate in intercollegiate athletics only after an academic plan of action and probation athletics petition has been completed and approved by the Director of Athletics and the Chief Academic Officer. The athletics academic probation petition must include a letter of support from the student-athlete's academic advisor, a letter of support from a faculty member (cannot be their advisor) and the head coach. A student with a semester GPA below 1.50, who is NAIA eligible, may not participate in intercollegiate athletics.

A probationary student interested in participating in other extracurricular activities that may take time away from the student's regular daily academic schedule (e.g. traveling groups), may participate in those activities only if an academic plan of action has been approved by the Director of Leadership Development and the Chief Academic Officer.

A student wishing an exception to any of the above policies must complete an APC petition no later than the end of the first week of the semester.

Students placed on probation must successfully complete all of the credits in which they are enrolled (including CLS 110). Students who complete fewer than 12 credits with a GPA of 2.0 or higher will remain on probation for the subsequent semester. Students who complete the probationary semester with a semester GPA lower than 2.0 are subject to academic dismissal.

## **GRADUATION PROCEDURES**

### **APPLICATION FOR GRADUATION**

When students are approximately 45 credits from graduation they begin the application for graduation process with the assistance of the academic advisor. The Application for Graduation and Grad Check (available in the Records Office) must be filed with the Registrar no later than six months before the student intends to graduate (June 15 for the December Commencement, February 15 for the August Commencement, or November 15 for the May Commencement). The Registrar and academic advisor will review the Application for Graduation to ensure that all requirements for graduation will be met and to notify students in writing of deficiencies. Students must confirm the completion of major requirements with the academic advisor.

The student will graduate under the requirements listed in the catalog in effect at the time of matriculation. Students who do not maintain continuous enrollment will graduate under the requirements listed in the catalog in effect at the time of re-entry. Students must complete their degree requirements within five years of exiting the college. If the requirements are not completed within that time frame, the student must re-apply for admission, and complete the catalog requirements in effect at the time of re-admission.

Students may elect to graduate under a more recent catalog than the one in use at the time of their entry but they must declare the new catalog in writing to the Registrar, along with their advisor's approval. The student is subject to ALL requirements of the catalog listed (major/minor as well as Core Studies).

Students must have completed or be in progress of completing any remaining academic requirements to be eligible to participate in graduation ceremonies. All graduation requirements (including financial obligations to the college) must be met before the degree will be posted and the diploma awarded to the student.

### **GRADUATION CEREMONIES**

Because graduation is the culmination of one's academic career and provides an opportunity for the recognition of academic achievement, all graduating students are encouraged to plan their schedules in order to participate in graduation ceremonies. Students who are not able to participate cannot expect to receive their diplomas before graduation ceremonies.

## **EXITING THE COLLEGE**

### **LEAVE OF ABSENCE**

Some students need or want to leave the college for a time. This is referred to as "Leave of Absence." A leave of absence is defined as an interruption in attendance at Warner Pacific for a period of one semester for acceptable reasons. Re-entry to the college is automatic at the expiration of the leave period provided all other specified deadlines have been met. A student may request a leave of absence by filling out a Request for Leave of Absence form, which is available in the Office of Enrollment.

## **EXIT INTERVIEW**

Each student leaving Warner Pacific is required to file a Withdrawal Form with the Office of Enrollment and have an Exit Interview with the Retention Manager. Students who are exiting permanently must be cleared by each office listed on the form. An interview with a representative of the Office of Student Financial Services is required for all exiting students. The completed exit form is then filed in the Records Office.

## **TRANSFERRING TO OTHER INSTITUTIONS**

Warner Pacific transcripts may be requested by supplying specific personally-identifying information and a signed release to the Records Office. Warner Pacific credits are generally accepted by other regionally-accredited institutions, but their transferability is determined by the receiving institution.

## Undergraduate Degrees

### ASSOCIATE DEGREES

The college offers two-year programs in the form of Associate of Arts (A.A.) and Associate of Science (A.S.) degrees. The areas of study for the two-year degrees are limited to the following:

- A.A. General Studies
- A.S. Business Administration
- A.S. Health Sciences
- A.S. Social Science

An A.A. in Organizational Dynamics is also offered through the Adult Degree Program (see page 201).

### BACHELOR DEGREES

Bachelor Degrees offered by the college include the Bachelor of Arts (B.A.) and the Bachelor of Science (B.S.) The Adult Degree Program with non-traditional course design and schedules makes possible the completion of a Bachelor of Business Administration (B.B.A.), Bachelor of Accounting (B.AC.), Bachelor of Health Care Administration (B.H.C.A), or B.S. in Human Development for qualified students (see page 209).

### GRADUATE DEGREES

The college offers seven graduate degrees: Master of Arts in Biblical and Theological Studies (M.A.B.T.S.), Master of Religion (M.Rel), and Master of Arts in Teaching (M.A.T.) degrees are offered through the traditional program; the Master of Science in Accounting (M.S.AC.), Master of Science in Management (M.S.M.), Master of Arts in Human Services (M.A.H.S.), Master of Arts in Teaching (M.A.T.), and Master of Education (M.Ed) degree programs are offered through the Adult Degree Program (see page 201).

See page 115 for graduate degree program descriptions.

## MAJORS/MINORS

### MAJORS

Majors offer students the opportunity to concentrate their learning in a particular discipline of study, its theory and practice. Completing all specified courses and number of credits for a major is required to earn either the associate or bachelor degree. Specific courses and credit requirements for the majors listed on the following pages appear in the appropriate department descriptions later in this section. Majors in some programs include the possibility of completing additional courses for a special emphasis.

### DECLARING A MAJOR

Students are required to make an official declaration of their major no later than the second semester of their sophomore year. Although they may declare a major earlier, they are not required to do so and, in fact, are encouraged to explore subject areas of interest to them as they fulfill Core Studies requirements.

## STUDENTS WITH A DOUBLE MAJOR

The advising process is the same for students with a double major as it is for those with a single major. Students first must declare the intent to work toward a double major to the appropriate Department Chair. The advisor in the first declared major is the responsible advisor, who must ensure that the student has secured a list of requirements and are meeting those requirements in the schedule. Students completing a double major will earn a single baccalaureate degree; the specific degree granted will be the degree associated with the “Major 1” as identified by the student on the Application for Graduation and Grad Check form.

## MAJORS LEADING TO THE B.A. DEGREE

American Studies  
 Christian Ministries  
 Communications  
 English  
 History  
 History and Social Studies  
 Liberal Studies  
 Music  
 Music and Ministry

## MAJORS LEADING TO THE B.S. DEGREE

Biological Science  
 Business Administration  
 Developmental Psychology  
 Early Childhood/Elementary Education  
 Health and Human Kinetics  
 Health Care Administration  
 Human Development  
 Human Development and Family Studies  
 Music Business/Entrepreneurship  
 Physical Science  
 Psychology  
 Social Entrepreneurship  
 Social Science  
 Social Work  
 Sports and Recreation Management

## INDIVIDUALIZED MAJOR

Students may work with a faculty member to plan an Individualized Major. Such a major is usually interdisciplinary (i.e. including courses from different disciplines) and provides an opportunity for the student to focus learning in a specialized field not available through the college’s regular programs. The advisor and student plan classes and electives in the major area(s), indicating both courses and credits required. This plan is recorded on an Educational Contract for Individualized Major for a baccalaureate degree. On approval by the faculty Curriculum Committee, the contract is filed in the Records Office and with the faculty advisor.

1. Secure a petition for an Individualized Major from the Records Office. In consultation with the advisor, a petition is completed. Incomplete petitions will not be considered.
2. The completed petition is submitted to the Registrar who will forward it to the Curriculum Committee for consideration. The Curriculum Committee may refer the petition to the appropriate department(s) for review as deemed necessary.

3. All petitions for Individualized Major must be submitted prior to beginning the last 30 credits of residency and the petition approved prior to beginning the last semester of study for the degree.
4. At least 30 semester credits with a cumulative GPA of 2.75 must be completed prior to submission of the petition. Students entering the college with 30-59 credits accepted in transfer must complete at least one semester of fulltime study at Warner Pacific before petitioning for an Individualized Major; students who will enter WPC with 60 or more accepted transfer credits must be accepted for admittance and pre-registered for classes before petitioning for an Individualized Major.
5. Proposed majors must include the following minimum requirements: 45 credits: 15 credits in residence, 30 credits upper division.

## MINORS

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

Accounting  
 American Studies  
 Biblical Studies  
 Biology  
 Business Administration  
 Chemistry  
 Christian Ministries  
 Christian Missions  
 Coaching  
 Communications  
 Drama  
 Early Childhood Education  
 English  
 Fine Arts  
 Health  
 History  
 Human Development  
 Music  
 Peace Studies  
 Philosophy  
 Physical Education  
 Political Science  
 Psychology  
 Social Ethics  
 Sociology  
 Trauma Intervention  
 Urban Studies  
 Youth Ministry

## INDIVIDUALIZED MINOR

Students may work with a faculty member to plan an Individualized Minor. Such a minor provides an opportunity for the student to focus in a specialized field not available through the college's regular programs. The advisor and student plan requirements and electives indicating course titles, numbers and credits. The plan is recorded on an Educational Contract for Individualized Minor and submitted to the Curriculum Committee for approval.

Specific steps in the petition process and degree stipulations:

1. Secure a petition for an Individualized Minor from the Records Office. Complete the petition in consultation with the advisor and submit it to the appropriate academic department for deliberation. Incomplete petitions will not be considered.
2. If the petition is endorsed by the department, submit the completed petition to the Registrar who will forward it to the Curriculum Committee for consideration.
3. All petitions for Individualized Minors must be submitted prior to the beginning of the last 30 credits of residency and the petition approved prior to beginning the last semester of study for the degree.
4. Student must have completed a minimum of 30 semester credits and have attained a cumulative GPA of at least 2.75 at the time of submission of the petition. Students transferring fewer than 60 semester credits into Warner Pacific, must complete at least one semester before petitioning for an Individualize Minor. Students transferring in 60 or more semester credits must be accepted for admission and pre-registered for classes before petitioning for an Individualized Minor.
5. At a minimum, proposed Individualized Minors must include the following: 21 semester credits; 12 credits in residence; 9 semester credits upper division course work.
6. No credits used to satisfy a student's major or another minor may be used to satisfy a student's Individualized Minor.
7. Only one Individualized Minor is permitted per student.

## CORE STUDIES

According to its Mission Statement, Warner Pacific College is a Christ-centered, urban, liberal arts college dedicated to providing students from diverse backgrounds an education that prepares them to engage actively in a constantly changing world. The Core Curriculum at Warner Pacific College supports this Mission Statement by providing students with a broad-based education in an urban Christian context. Below are definitions of the challenges students face and the objectives that students will be able to achieve upon completing the Core Curriculum at Warner Pacific College.

### Student Objectives for the Core Studies Curriculum

In order to gain a foundation that will encourage them to address Core Studies expectations, students at Warner Pacific College will take required courses which will give them the opportunity to demonstrate the following convictions, knowledge, and skills.

#### Convictions

The mission of Warner Pacific College rests on the Christian belief that integrity and respect are inherent qualities of the moral life. This life which includes: an awareness of God, of oneself, and of one's actions toward others, the environment, and an understanding of Scripture. The moral life seeks to bridge the disconnect between belief and practices, to maintain a personal ethic consistently, to recognize the greater good in the midst of conflicting voices, and to heal divisions in society.

Students will be encouraged and given the opportunity to develop and demonstrate:

1. a worldview that is ethical, respectful, and promotes stewardship through acts of service.

2. self-knowledge, integrity, and awareness of others through responsible decision making.
3. sensitivity to and valuing of diversity among and between people.

### **Knowledge**

A liberal arts education requires that students approach learning in a variety of ways and contexts. Embracing a large spectrum of disciplines and areas of study is part of the core studies experience. Contemporary challenges in this area include the prevalence of the commoditization of education and the temptation to be degree focused rather than education focused, balanced with the legitimate concerns of the marketplace on the preparation of graduates for the “world of work.” The Warner Pacific College Core Studies curriculum is designed to provide students with foundational experiences to support the following goals.

Students will be encouraged and given the opportunity to develop and demonstrate:

1. an understanding of the Christian faith.
2. an understanding of the nature and value of the liberal arts.
3. an understanding of historical context across the curriculum.
4. an understanding of one’s own culture in relation to global interdependency.
5. an understanding of ethical, environmental, social, and cross-cultural influences in the world.
6. an understanding of the natural world, including: current science and technology and its importance in contemporary society.
7. an understanding of urban contexts across the curriculum.

### **Skills**

Warner Pacific College equips students with the skills to embark on their educational and professional careers. Through written and verbal discourse, students will bring the voice of an individual worldview into collaborative action with classmates, professors, and members of the urban community. They will have the opportunity to engage with technological, cultural, and intellectual challenges within a liberal arts context integrating knowledge gained from various classes, fields of study, and work experience.

Students will be encouraged and given the opportunity to develop and demonstrate:

1. critical and creative thinking processes in order to evaluate the quality of texts, arguments, and other information sources, via an awareness of literary and historical context.
2. the ability to use tools that address social issues.
3. the ability to generate, implement, assess, and critique the result of the execution of a plan.
4. civil verbal discourse to clarify and express themselves effectively.
5. effective written communication relevant to specific audiences.
6. effective leadership and participation in group processes and problem solving skills.
7. the ability to locate, acquire, analyze, synthesize, and structure information.
8. the ability to apply scientific, quantitative, and analytical reasoning skills.
9. the ability to translate current technology used in the major field of study, as well as function in modern society.



The Core Studies outcomes are designed to be demonstrated by students completing their entire program at Warner Pacific College, students that transfer a significant amount of coursework from other accredited institutions may not demonstrate these competencies to the same degree.

## CORE STUDIES REQUIREMENTS

A minimum of 42 semester credits is required from the following categories. Where appropriate, courses in the major may duplicate Core Studies courses. Transfer courses that are determined to be comparable and parallel to Warner Pacific courses will be applied toward Core Studies requirements.

### Communications

Three courses, including one year's composition and writing classes.

- EN 101 College Composition (or proficiency with SAT Verbal 670+; ACT English 31+ and Reading 31+; CLEP 50 or above; or transfer equivalent of "C" or better)
- EN 200 Adv. Composition: Argument (grade of "C" or better)
- Other Writing, Journalism, Communication or Speech course

### Humanities

Five courses, including coursework in two areas of History, Literature or Philosophy, in addition to the required HUM track. At least one of the elective courses must be completed in a traditional class format (i.e., not "Alternative Credit," as described on pages 34).

Entering freshman or sophomore (fewer than 60 credits):

- HUM 210 Science in Society or HUM 211 War and Peace or HUM 212 Earthkeeping or HUM 213 Politics and People of the Book
- HUM 310 Faith, Living, and Learning
- HUM 410 Senior Humanities Seminar
- History, Literature or Philosophy course or HUM 110
- History, Literature or Philosophy course or HUM 110

Entering junior (60-89 credits):

- HUM 210 Science in Society or HUM 211 War and Peace or HUM 212 Earthkeeping or HUM 213 Politics and People of the Book or HUM 310 Faith, Living, and Learning
- HUM 410 Senior Humanities Seminar
- History, Literature or Philosophy course
- History, Literature or Philosophy course
- History, Literature or Philosophy course

Entering senior (90+ credits):

- HUM 310 Faith, Living, and Learning or HUM 410 Senior Humanities Seminar
- History, Literature or Philosophy course
- History, Literature or Philosophy course
- History, Literature or Philosophy course
- History, Literature or Philosophy course

### Religion

Students entering with less than junior (60+ credits) status take BI 151, and two identified courses from the Religion Department. Students entering with junior or senior status take two courses, including at least one at Warner Pacific.

Entering freshman or sophomore:

- BI 151 The Bible as Literature
- REL 220 Christian Spiritual Formation or REL 320 Spirituality, Character and Service
- Select one of the following:*
  - BI 250 Life and Teachings of Jesus
  - BI 260 Life and Teachings of Paul
  - MIS 240 Introducing Cross-Cultural Ministry
  - REL 310 Religions of the World
  - REL 351 Christian Thought in American Culture
  - TH 470 Christian Social Concern

Entering junior:

- REL 220 Christian Spiritual Formation or REL 320 Spirituality, Character and Service
- Select one of the following:*
  - BI 250 Life and Teachings of Jesus
  - BI 260 Life and Teachings of Paul
  - MIS 240 Introducing Cross-Cultural Ministry
  - REL 310 Religions of the World
  - REL 351 Christian Thought in American Culture
  - TH 470 Christian Social Concern

Entering senior:

- REL 220 Christian Spiritual Formation or REL 320 Spirituality, Character and Service

### Mathematics

Any course College Algebra and/or numbered 100 or higher, or mathematics proficiency demonstrated by a SAT Math score of 650+ or ACT Math score of 28+.

- Math course

### Natural Sciences

Any 100 level or above course requiring a lab component in the biological or physical sciences. Transferred courses not taken within the past 20 years must be reviewed by Science Department faculty for acceptance.

- Science course with lab

### Social Science

Two courses from any two of the following social science disciplines: Economics, Geography (transfer students only), Human Development, Political Science, Psychology, Sociology, Social Science, Social Work, Urban Studies. No Field Internship Placement courses may be used. Social Science courses must have been completed within the past 20 years.

- EC, GEO, HD, PS, PSY, SOC, SS, SW, URB course
- EC, GEO, HD, PS, PSY, SOC, SS, SW, URB course

### Fine Arts

A minimum of four semester credits from art, drama, fine arts, or music. One course chosen to fulfill this requirement must be a course that emphasizes the cultural/historical aspects of the art form (see Category A on the next page). Additional course(s) must require significant participation or performance as a mode of learning (see Category B on the next page.)

- Category A (cultural/historical):  
ART 250/350  
DR 220/250/319/349  
FA 200/235/300  
MUS 241/242/341/342
- Category B (participatory):  
ART 100/115/116  
DR 100 - 115/235 - 249/ 251 - 359, 380  
EDAMU 371  
FA 150/151/350/351  
MUS 100G - 240/281 - 332/380 - 422

### **Health and Physical Education**

One Health/Wellness course taken within the past ten years, plus two PE activity courses; or one activity course if health course includes a fitness lab.

- HHK 150 Personal Health and Fitness
- PE activity course
- PE activity course

The term “course” as used in the above categories (with the exception of fine arts and physical education) is defined as a class of one term’s duration, carrying at least two semester credits, or equivalent transfer.

## **FIRST-YEAR LEARNING COMMUNITY PROGRAM (FYLC)**

The FYLC program is a set of three linked courses which focus on issues relevant to incoming first-year freshmen students including: transitioning to college, social support, study skills, and community building. Using the city as their classroom, FYLCs explore topics relevant to Portland, immersing students in interdisciplinary, collaborative, hands-on learning. With this context in mind, the hallmarks of the FYLCs are: 1) cultivating curiosity by approaching relevant real-world issues as co-learners and problem-solvers; 2) using the city as our classroom and teacher; 3) building community that encourages mutual academic, social, emotional, and spiritual support; and 4) connecting otherwise separated aspects of college life by intentionally bringing social, spiritual, and personal growth into the curricular learning context within the framework of the college’s mission and values of being Christ-centered, urban, liberal arts, and diverse. The students in each FYLC course will be in at least one other Core Studies class together in the fall semester of their freshman year, as well as a thematically-linked Core Studies class in the spring semester. Dedicated faculty and upper-class peer mentors provide a strong framework of support and connection. The specific FYLC course subjects vary from year to year, based on student and faculty interest. Regardless of the subject area, after participating in the FYLC program students will have:

- developed a sense of belonging among diverse cohort members
- developed hope in relation to their academic potential and future outlook
- increased curiosity through the lens of a particular academic discipline that engages a real world issue in the city and beyond
- improved reading and writing skills to a level that helps prepare them to engage upper-division courses
- experienced intentional academic support

- developed spiritually as part of a community and through intentional mentorship
- developed a greater sense of purpose regarding their education at WPC and as a human being in the world
- transformed their orientation toward academic work and faculty

## DEGREE REQUIREMENTS

At Warner Pacific College, students' progress toward meeting their academic goals has the highest priority. The policies, procedures, and standards described in this catalog provide the guidelines for achieving those goals. The college makes every effort to assist students in planning course schedules in order to meet academic and graduation requirements. However, the final responsibility for meeting the requirements rests with the individual student.

### REQUIREMENTS FOR THE BACCALAUREATE DEGREES

- For the B.A., B.S., B.B.A., B.H.C.A., or B.AC. degree, complete a total of 124 semester credits with a cumulative grade point average of at least 2.0 in all courses taken in residence and accepted in transfer.
- Earn at least 40 upper division credits (courses numbering 300 and above).
- Complete core studies requirements as stipulated, including a grade of "C-" or above in EN 101 and EN 200.
- Complete a major, achieving a grade of "C-" or better in all required and pre-requisite courses. If the student elects to declare a minor, a grade of "C-" or better must also be achieved in all courses required for the minor.
- Satisfy the following requirements regarding credit earned at Warner Pacific (credit earned in residence):
  - Earn at least 15 of the semester credits required for the major in residence.
  - Earn at least 30 of the last 40 semester credits in residence. A waiver of some of the residence requirements may be requested in special circumstances by petitioning the Academic Policies Committee, in consultation with the student's advisor.
  - Students enrolled for 12 or more credits must accrue at least 25 non-academic Faith and Service Credits per semester. For further explanation, please see *The Squire* student handbook.

### REQUIREMENTS FOR THE ASSOCIATE DEGREE

- For the A.A. or A.S., complete a minimum of 62 semester credits with a cumulative grade point average of at least 2.0.
- Complete EN 101 and EN 200 with a grade of "C-" or better.
- Complete specific core studies and program requirements as designated by the Department in which the degree is offered.
- Students enrolled for 12 or more credits must accrue at least 25 non-academic Faith and Service Credits per semester. For further explanation, please see *The Squire* student handbook.

### REQUIREMENTS FOR THE SECOND BACHELOR DEGREE

Students holding a bachelor degree from a regionally accredited college or university may earn a second degree at Warner Pacific upon completing an additional minimum of 30 semester credits, subject to these conditions:

- All credit must be earned subsequent to the granting of the first degree.
- For the former Warner student who has completed at least 30 semester credits in residence, at least 20 of the 30 credits must be earned at Warner. For the new student, all 30 semester credits must be in residence.

- ❑ At least 15 of the 30 semester credits must be upper division courses.
- ❑ Satisfy all specific requirements for the second bachelor degree.
- ❑ Students enrolled for eight or more credits must accrue at least 25 non-academic Faith and Service Credits per semester. For further explanation, please see *The Squire* student handbook.

**REQUIREMENTS FOR GRADUATE DEGREES**

See page 112.

# Undergraduate Departments and Programs of Study

## DEPARTMENT OF BUSINESS

*The Business Department's mission is rooted within the mission of our college. Our purpose is to educate and prepare our students to be transformative leaders in our community, city, nation, and world. Our learning occurs within the context of academic excellence and community engagement. Each student has the opportunity for:*

- *Developing professional expertise*
- *Learning the skills needed to be transformative leaders, and*
- *Serving in the community.*

**Courses of Study:** Business, Economics, Health Care Administration, and Social Entrepreneurship

**Majors:** Business Administration, Health Care Administration, Music Business, Social Entrepreneurship

**Minor:** Business Administration and Accounting

**Associate of Science:** Business Administration

**Emphases:** Accounting, Management/Leadership, Health Fitness Management (in conjunction with the Health and Human Kinetics major)

**Major/Minor Statute of Limitations:** Upper Division courses must have been completed within five years

### B.S. in BUSINESS ADMINISTRATION Core Requirements

*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. The following core courses are required for the Business Administration major with emphases in either Management/Leadership or Accounting.*

Prerequisite: MA 111

42 credits: 16 upper division credits in residence, 19 credits total upper division.

Required:

<input type="checkbox"/> BUS 101	Introduction to Business	2
<input type="checkbox"/> BUS 223	Introduction to Microsoft Office	3
<input type="checkbox"/> EC 203	Economics	3
<input type="checkbox"/> BUS 211	Financial Accounting	3
<input type="checkbox"/> BUS 212	Managerial Accounting	3
<input type="checkbox"/> BUS 242	Principles of Marketing	3
<input type="checkbox"/> BUS/COMM 261	Organizational Writing and Presentations	3
<input type="checkbox"/> BUS/SS 290	Ethics, Social Issues, and Responsibility	3
<input type="checkbox"/> BUS/PS 303	Business and Employment Law	3
<input type="checkbox"/> BUS 310	Management Theory and Practice	3
<input type="checkbox"/> BUS 445	Global Business	3
<input type="checkbox"/> BUS 363	Introduction to Business Finance	3
<input type="checkbox"/> BUS 393	Research Methods and Applied Statistics	4
<input type="checkbox"/> BUS 495	Internship	3

Upon successful completion of the core courses in the Business Administration major, graduates will be able to demonstrate:

- Proficiency in the key concepts and methods of inquiry associated with Business.
- Proficiency in the use of quantitative tools used to make good business decisions.
- Critical thinking through evidence based arguments associated with the various areas of Business practice.
- An ability to produce work that integrates concepts and methods associated with the disciplines of Business.
- Proficiency associated with Microsoft Office and other associated Business Systems.
- Communication fluency via written and oral presentation assignments.

### ACCOUNTING Emphasis

24 credits: 24 upper division credits in residence. Required:

<input type="checkbox"/> BUS 311	Intermediate Accounting I	3
<input type="checkbox"/> BUS 312	Intermediate Accounting II	3
<input type="checkbox"/> BUS 314	Cost Accounting	3
<input type="checkbox"/> BUS 411	Advanced Accounting	3
<input type="checkbox"/> BUS 412	Introduction to Taxation	3
<input type="checkbox"/> BUS 332	Auditing	3
<input type="checkbox"/> BUS 335	Accounting Information Systems	3
One or more electives:		
<input type="checkbox"/> BUS 331	Non-profit accounting	3
<input type="checkbox"/> BUS 490	Accounting Topics	1-3
<input type="checkbox"/> BUS 413	Advanced Taxation	3
<input type="checkbox"/> BUS 415	VITA/Tax Volunteer	3

Upon successful completion of the Business Administration major with an emphasis in Accounting, graduates will be able to demonstrate:

- Proficiency in the basic functional competencies of decision-making, risk analysis, measurement, reporting, research, and leveraging technology to enhance functional competencies.
- Proficiency in the basic personal competencies of professional demeanor, problem solving and decision-making, interaction, leadership, communication, project management, and leveraging technology to enhance personal competencies.
- Proficiency in the broad business perspective competencies of strategic and critical thinking, industry and sector perspective, international and global perspective, resources management, legal and regulatory perspective, marketing and client forces, and leveraging technology to enhance business competencies.

Student outcomes are also measured in association with department outcomes which are aligned with the college's core themes.

### MANAGEMENT/LEADERSHIP Emphasis

18 credits: 18 upper division credits in residence. Required:

<input type="checkbox"/> BUS 342	Marketing Management	3
<input type="checkbox"/> BUS 353	Operations Management	3
<input type="checkbox"/> BUS 364	Corporate Finance	3
<input type="checkbox"/> BUS/PSY 321	Organizational Behavior	3
<input type="checkbox"/> BUS 450	Strategic Management	3
<input type="checkbox"/> SE 311	Entrepreneurial Leadership within an Urban Context	3

Upon successful completion of the Business Administration major with an emphasis in Management/Leadership, graduates will be able to demonstrate:

- Effective leadership and team oriented capabilities.
- Proficiency in the basic theories associated with Management and Leadership, such as Organizational Theory, Operations Management, Marketing Management, Corporate Finance, and Strategic Management.
- The ability to integrate and apply their learning in complex projects and assignments that may include: research, collaborative projects, and/or field assignments.

Student outcomes are also measured in association with department outcomes which are aligned with the college's core themes.

### **B.S. in HEALTH CARE ADMINISTRATION Major Requirements**

*The Health Care Administration program integrates the theoretical foundation of health care administration with practical application. The curriculum is designed to promote the development of high moral character in students as they prepare to utilize ethical decision-making practices in positions of leadership and management in health care organizations. The B.S. in Health Care Administration has been carefully designed to address both the depth and breadth of subject material using the National Center for Healthcare Leadership (NCHL) Health Leadership Competency Model as a guide. The NCHL Model contains three domains with 26 competencies: The three domains—Transformation, Execution, and People – capture the complexity and dynamic quality of the health leader's role and reflect the dynamic realities in health leadership today.*

Prerequisite: MA 111

50-53 credits: 31 credits in residence, 49-52 credits upper division. Required:

<input type="checkbox"/> EC 203	Economics	3
<input type="checkbox"/> HCA/COMM 270	The Context and Language of Health Care	2
<input type="checkbox"/> BUS/PS 303	Business and Employment Law	3
<input type="checkbox"/> HCA 301	Health Care Organization and Delivery	3
<input type="checkbox"/> HCA 302	Principles of Managed Care	3
<input type="checkbox"/> HCA 303	Alternative Health Care	3
<input type="checkbox"/> HCA/SOC 341	Intro to the Professions, the Professional and Professional Ethics	3
<input type="checkbox"/> BUS 310	Management Theory and Practice	3
<input type="checkbox"/> BUS/PSY 321	Organizational Behavior and Design	3
<input type="checkbox"/> HCA/REL/SOC 352	Society, Health Care and Bioethics	2
<input type="checkbox"/> BUS/393	Research Methods and Applied Statistics	4
<input type="checkbox"/> HCA 402	Finances and Budgeting of Health Care Organizations	3
<input type="checkbox"/> HCA 403	Public Policy, the Law, and Ethics in Health Care	3
<input type="checkbox"/> HCA 404	Introduction to Public Health Administration	3
<input type="checkbox"/> HCA 412	Health Care Ethics	3
<input type="checkbox"/> HCA 450	Critical Issues in Health Care	3
<input type="checkbox"/> BUS 495	Internship	3-6

Upon successful completion of the Health Care Administration major, graduates will be able to demonstrate:

- Proficiency in the basic concepts, theories, models and vocabulary associated with transformation: achievement orientation, analytical thinking, community orientation, financial skills, information seeking, innovative thinking, and strategic orientation.
- Proficiency in the basic concepts, theories, models and vocabulary associated with execution: accountability, change leadership, collaboration, communication skills, awareness, performance measurement, process management and organizational design, and project management.



- Proficiency in the basic concepts, theories, models and vocabulary associated with people: human resource management, interpersonal understanding, professionalism, relationship building, self-confidence, self-development, talent development, and team leadership.

Student outcomes are also measured in association with department outcomes which are aligned with the college's core themes.

### **B.S. in SOCIAL ENTREPRENEURSHIP Major Requirements**

The Social Entrepreneurship major balances theoretical instruction with practical, hands-on experiences. This program will prepare the Warner Pacific student to become a successful entrepreneur, producing both economic and social benefit.

Prerequisite: MA 111

51 credits: 26 upper division credits in residence. 30 credits total upper division.

<input type="checkbox"/>	SE 101	Introduction to Social Entrepreneurship	3
<input type="checkbox"/>	EC 203	Economics	3
<input type="checkbox"/>	BUS 211	Financial Accounting	3
<input type="checkbox"/>	BUS 212	Managerial Accounting	3
<input type="checkbox"/>	BUS 242	Marketing	3
<input type="checkbox"/>	BUS/SS 290	Ethics, Social Issues, and Responsibility	3
<input type="checkbox"/>	SE 295	Sophomore Internship	3
<input type="checkbox"/>	BUS/PS 303	Business and Employment Law	3
<input type="checkbox"/>	SE 301	Entrepreneurial Enterprise	3
<input type="checkbox"/>	SE 311	Entrepreneurial Leadership within an Urban Context	3
<input type="checkbox"/>	SOC 345	Social Problems and Public Policy	3
<input type="checkbox"/>	SE 352	Entrepreneurial Project Management	3
<input type="checkbox"/>	BUS 363	Introduction to Business Finance	3
<input type="checkbox"/>	EC/URB 420	Micro Enterprise Development	3
<input type="checkbox"/>	BUS 495	Internship	3
<input type="checkbox"/>	SE 495	Capstone Fall, Senior Year	1
<input type="checkbox"/>	SE 495B	Capstone Spring, Senior Year	2
Choose from one of the following:			
<input type="checkbox"/>	SOC/URB 255	Sociology of Compassion and Altruism	3
<input type="checkbox"/>	TH 410	Christian Ethics	3
<input type="checkbox"/>	TH 470	Christian Social Concern	3

Upon successful completion of the Social Entrepreneurship major, graduates will be able to demonstrate:

- Effective leadership and team oriented capabilities.
- Proficiency in the basic concepts, theories, models and vocabulary associated with Social Entrepreneurship.
- Proficiency in their discipline by integrating concepts and methods used in business to create small and large scale positive social change.
- The ability to integrate and apply their learning in complex projects and assignments that may include: research, collaborative projects, and/or field assignments.

Student outcomes are also measured in association with department outcomes which are aligned with the college's core themes.

**Requirements for Major in Music Business:** see page 76.

**Requirements for Minor:****BUSINESS ADMINISTRATION Minor**

Prerequisites: EC 203, ; BUS/PS 303 and MA 111 required. 24 credits: 15 credits in residence, 14 credits upper division. Required:

<input type="checkbox"/> BUS 101	Introduction to Business	2
<input type="checkbox"/> BUS 211	Principles of Accounting I	3
<input type="checkbox"/> BUS 242	Principles of Marketing	3
<input type="checkbox"/> BUS/COMM 261	Organizational Writing and Presentation	3
<input type="checkbox"/> BUS/PS 303	Business and Employment Law	3
<input type="checkbox"/> BUS 310	Management Theory and Practice	3
<input type="checkbox"/> BUS 363	Introduction to Business Finance	3
<input type="checkbox"/> BUS/SS 393	Research Methods and Applied Statistics	4

**ACCOUNTING Minor**

Prereqs: EC 203; BUS/PS 303; MA 111 required. 18 credits: 12 credits in residence, 12 credits upper division.

<input type="checkbox"/> BUS 211	Financial Accounting	3
<input type="checkbox"/> BUS 212	Managerial Accounting	3
<input type="checkbox"/> BUS 311	Intermediate Accounting I	3
<input type="checkbox"/> BUS 312	Intermediate Accounting II	3
Students can choose six semester credits from the following:		
<input type="checkbox"/> BUS 314	Cost Accounting	3
<input type="checkbox"/> BUS 331	Non-profit Accounting	3
<input type="checkbox"/> BUS 332	Auditing	3
<input type="checkbox"/> BUS 411	Advanced Accounting	3
<input type="checkbox"/> BUS 412	Introduction to Taxation	3
<input type="checkbox"/> BUS 413	Advanced Taxation	3
<input type="checkbox"/> BUS 415	VITA/Tax Volunteer	1-3
<input type="checkbox"/> BUS 490	Special Topics	3

**Requirements for the Associate Degree:** The Business Department offers one associate degree.

**A.S. in BUSINESS ADMINISTRATION**

62 credits: 45 credits in residence, 15 credits Business coursework in residence in major. Required:

<input type="checkbox"/> EN 101	College Composition	3
<input type="checkbox"/> EN 200	Advanced Composition	3
<input type="checkbox"/> Math elective		3-4
<input type="checkbox"/> Fine Arts elective		1-3
<input type="checkbox"/> Lab Science elective		3-4
<input type="checkbox"/> Literature/History/Philosophy elective		3
<input type="checkbox"/> HUM 210/211/212/213	Sophomore Humanities	3
<input type="checkbox"/> PS 140	American Government	3
<input type="checkbox"/> PSY 140/141	General Psychology	3
<input type="checkbox"/> BI 151	The Bible as Literature	3
<input type="checkbox"/> HHK 150	Personal Health and Fitness	2
<input type="checkbox"/> BUS 101	Introduction to Business	2
<input type="checkbox"/> EC 203	Economics	3
<input type="checkbox"/> BUS 211	Financial Accounting	3
<input type="checkbox"/> BUS 212	Managerial Accounting	3

<input type="checkbox"/>	BUS/COMM 261	Organizational Writing and Presentations	3
<input type="checkbox"/>	BUS 242	Marketing	3
<input type="checkbox"/>	BUS 310	Management Theory and Practice	3
<input type="checkbox"/>	Approved Business elective		6
<input type="checkbox"/>	General electives		2-6

**Requirements for Emphasis in Health Fitness Management:** See Department of Natural Sciences and Health, page 86.

## DEPARTMENT OF EDUCATION

(See also page 212.)

*The mission of the Education Department is to provide a personal and caring Christian learning environment that prepares students to meet the complex challenges of the teaching profession. The department endeavors to mold highly effective educators and ethical role models in the most critical arena in American society - our schools.*

**Major:** Early Childhood/Elementary Education

**Minor:** Early Childhood Education

**Initial Licensure:** Early Childhood Education, Elementary, Middle Level, High School authorization levels

**Major/Minor Statute of Limitations:** Courses must have been completed within five years

*Undergraduate students pursuing an Initial Teaching License for Early Childhood and Elementary (ECE/EL) authorizations must declare an Early Childhood/Elementary Education major.*

*Students pursuing a teaching license for middle level and high school (ML/HS) or K-12 will first complete a bachelor degree in one of the approved endorsement areas (see below), and then will complete the teacher education program at the graduate level in the Master of Arts in Teaching program.*

### Approved Endorsement Areas (ML/HS)

Biology

Language Arts

Math

Music

Physical Education/Health

Social Studies

Add-on endorsements in Reading (ECE/EL only) and Basic Math (grades 5-8) are available for those completing one of the licensure programs above. Checklists are available in the Teacher Education Office.

Additionally, a Master of Education (MED) degree program for licensed teachers is available through the ADP. See pages 201 and 212 for more information.

At the successful completion of the teacher education program, candidates will be able to:

- Exhibit the knowledge, skills, abilities, and professional dispositions required for the Oregon Initial Teaching License, as provided in Oregon Administrative Rule 584-

018-0105, and the Interstate Teacher Assessment and Support Consortium (InTASC) standards.

- Model the values, ethics and character of a Christian educator in a diverse and changing world.
- Meet the high standards of the program in coursework, clinical experiences, and work products, leading to the cognitive, linguistic, social, emotional, and physical achievement of the students they will teach.

## **B.S. in EARLY CHILDHOOD/ELEMENTARY EDUCATION**

### **Major Requirements**

Prerequisite: PSY 140 or 141

63 credits: 45 credits in residence, 48 credits upper division. Required:

<input type="checkbox"/>	ED 250	Introduction to Education (with 30 hour practicum)	2
<input type="checkbox"/>	ED 281	Curriculum Planning and the Role of the Teacher (with 50 hour practicum)	3
<input type="checkbox"/>	ED 334	Teacher as Manager (with 30 hour practicum)	2
<input type="checkbox"/>	ED 341	Literature for Children	3
<input type="checkbox"/>	EDPSY 360	Exceptional Learners	3
<input type="checkbox"/>	EDPSY 395	Observation, Assessment and Evaluation	3
<input type="checkbox"/>	EDPSY 420	Learning Theory	3
<input type="checkbox"/>	Math or Computer elective		3
<input type="checkbox"/>	HD 230	Lifespan Human Development	
	<b>OR</b> HD 311	Prenatal/Early Childhood Development	
	AND HD 312	Mid-Childhood/Adolescent Development	3-6
<input type="checkbox"/>	SS 353	Cultural Diversity	3
<input type="checkbox"/>	EDAMU 371	Art and Music in the Classroom	2
<input type="checkbox"/>	EDHHK 371	P.E. in the Classroom	2
<input type="checkbox"/>	EDLIT 371	Literacy in the Classroom	4
<input type="checkbox"/>	EDMA 371	Math in the Classroom	2
<input type="checkbox"/>	EDSCI 371	Science in the Classroom	2
<input type="checkbox"/>	EDSS 371	Social Studies in the Classroom	2
<input type="checkbox"/>	ED 481	Professional Development Seminar	2
<input type="checkbox"/>	ED 491	Student Teaching I (100-hour experience)	2
<input type="checkbox"/>	ED 495	Student Teaching II (15-week full-time experience)	14
<input type="checkbox"/>	Education electives chosen with advisor		

**Requirements for Minor:** Checklists for the minor is available from the appropriate subject matter advisor.

### **EARLY CHILDHOOD EDUCATION Minor**

15 credits: 9 credits in residence, 9 credits in upper division. Required:

<input type="checkbox"/>	ED 230	Foundations of ECE	2
<input type="checkbox"/>	ED 281	Curriculum Planning and the Role of the Teacher (with 50-hour Practicum)	3
<input type="checkbox"/>	ED 305	Independent Study	1-3
<input type="checkbox"/>	ED 430	Development and Administration of Early Childhood Programs	3
	<b>OR</b> ED 341	Literature for Children and Adolescents	3
<input type="checkbox"/>	Approved upper division electives		

Students preparing for a career in Early Childhood Education without Elementary Licensure are encouraged to pursue a Human Development and Family Studies major and ECE minor.

**Requirements for Initial Licensure:** Checklists for individual areas of licensure are available from the approved subject matter advisor.

## DEPARTMENT OF HUMANITIES

*The mission of the Humanities department is to provide students with scholarly and practical opportunities for learning about the discrete disciplines of Communications, Drama, English, the Fine Arts, History, and Philosophy. Students are also offered the opportunity to ground their undergraduate experience in an American Studies major, a History and Social Studies major, or a Liberal Studies major, as well as the Humanities Core curriculum courses. All Humanities courses seek to enact the general goal of the Humanities department to instill in the student the significance of and the means by which discrete disciplines within the Humanities interact not only with each other, but also with fields of study outside the traditional purview of the Humanities. Learning is done with a conscious awareness of how the study of the Humanities relates to a Christian worldview.*

**Courses of Study:** Art, Communications, Drama, English, Fine Arts, History, Humanities, Journalism, Philosophy

**Majors:** American Studies, Communications, English, History, History and Social Studies, Liberal Studies

**Minors:** American Studies, Communications, Drama, English, Fine Arts, History, Philosophy

**Associate of Arts:** General Studies

**Major/Minor Statute of Limitations:** Courses must have been completed within ten years

**Credit Duplication:** Up to 6 credits can be applied to fulfill two different major or minor requirements.

**Requirements for Majors:** Checklists for majors are available from the appropriate subject matter advisors.

### B.A. in AMERICAN STUDIES Major Requirements

32 credits (minimum): 15 credits in residence, 12 credits upper division. Required:

<input type="checkbox"/>	HIS 485	Historiography	3
<input type="checkbox"/>	HUM 391/392	Humanities Internship	2-5

27 credits from the following:

<input type="checkbox"/>	EC 203	Economics	3
<input type="checkbox"/>	EN 245/345	Urban Literature	3
<input type="checkbox"/>	EN 325	Rogues and Rebels: Survey of Literatures in English 1600 to 1815	

**OR** EN 326      Romantics and Realists: Survey of Literatures in English 1815 to Present

**OR** COMM/EN 450      Ethical Theory for Writing and Reading      3

<input type="checkbox"/>	HIS 206	Strangers Among Us: U.S. Immigration and Borderlands	3
<input type="checkbox"/>	HIS 207	The Good, the Bad and the Ugly: American Presidency	3
<input type="checkbox"/>	HIS 208	U.S. History Through Film	3
<input type="checkbox"/>	HIS 260	History of Religion in the U.S.	3
<input type="checkbox"/>	HIS 306	Seminar in U.S. History	3
<input type="checkbox"/>	HIS 340	Ethnic Relations in America	3
<input type="checkbox"/>	HIS/URB 370	History of the American City	3
<input type="checkbox"/>	PS 140	Intro to Politics and American Government	3
<input type="checkbox"/>	PS 315	Governing States and Communities	3

(See also "Off Campus Study Programs," page 206.)

Upon successful completion of the major in American Studies, graduates will be able to:

- Use appropriate concepts, methods, and materials to foster an integrative approach to learning about American culture and society, past and present.
- Effectively synthesize knowledge about American culture and society from appropriate primary and secondary source material from multiple academic disciplines.
- Demonstrate an understanding and appreciation of the cultural diversity of the American experience, particularly across the issues of class, ethnicity, gender, religion, and race.
- Transform culture by engaging aesthetic urban contexts and communities.

### **B.A. in COMMUNICATIONS Major Requirements**

36 credits (minimum), no more than 9 of which may be used to satisfy Core Studies requirements; 18 credits in residence, 18 credits upper division. Required:

<input type="checkbox"/> COMM/JL 210	Journalism Principles and Techniques	3
<input type="checkbox"/> COMM/JL 211	Copy Editing and Publication Design	3
<input type="checkbox"/> COMM 300	Communication Theory: Models and Messages	3
<input type="checkbox"/> COMM/EN 385	Introduction to Critical Strategies	3
<input type="checkbox"/> COMM/EN 390	Visual Communication	3
<input type="checkbox"/> COMM/EN 450	Ethical Theory for Writing and Reading	3
<input type="checkbox"/> COMM/EN/FA 350	Creative Writing: Poetry and Fiction	
<b>OR</b> COMM/EN/FA 351	Creative Writing: Creative Nonfiction	3
<input type="checkbox"/> COMM/JL 125	Art and Literary Journal Production	
<b>OR</b> COMM/JL 325	Advanced Art and Literary Journal Production	
<b>OR</b> COMM/JL 335	Newsmagazine Production	1-3
<input type="checkbox"/> DR/SA 240	Oral Interpretation	
<b>OR</b> COMM 220	Public Speaking	3
<input type="checkbox"/> EN 215/315	Global Literature	
<b>OR</b> EN 245/345	Urban Literature	3
<input type="checkbox"/> EN/DR 250/349	Understanding Film and Its Forms	3
<input type="checkbox"/> EN 325	Rogues and Rebels: Survey of Literatures in English 1600 to 1815	
<b>OR</b> EN 326	Romantics and Realists Survey of Literatures in English 1815 to Present	
<b>OR</b> EN 335	Epic Literature and Mythology	
<b>OR</b> EN 336	Sagas, Saints and Sonnets: Survey of Literatures in English 700 to 1600	3
<input type="checkbox"/> HUM 391/392	Humanities Internship	2

(See also "Off Campus Study Programs," page 206.)

Upon successful completion of the major in Communications, graduates will be able to:

- Create audience-appropriate media products, implementing a wide range of structures and formats as well as professionally recognized stylistic and grammatical conventions.
- Construct original media products, generating their own research, observations, images, and interview material.
- Design projects with other professionals, identifying and implementing necessary methods of collaboration.
- Analyze ethical and practical dilemmas encountered by communications professionals and develop frameworks for action.

- Investigate and critique the assumptions about language, reality, and human nature in various texts and cultural artifacts—visual media, genres of nonfiction and literary journalism, public and private discourse—and apply that understanding in their personal and professional lives.
- Transform culture by engaging aesthetic urban contexts and communities.

### B.A. in ENGLISH Major Requirements

Prerequisite: EN 200

36 credits (minimum): 18 credits in residence, 21 credits upper division. Required:

<input type="checkbox"/>	COMM/JL 125	Art and Literary Journal Production	1
	<b>OR</b> COMM/JL 325	Advanced Art and Literary Journal Production	1
<input type="checkbox"/>	EN/DR 220	Introduction to Drama	
	<b>OR</b> EN/DR 250/349	Understanding Film and Its Forms	3
	<b>OR</b> EN 245/345	Urban Literature	
	<b>OR</b> EN 215/315	Global Literature	3
<input type="checkbox"/>	EN 325	Rogues and Rebels: Survey of Literatures in English to 1600 to 1815	3
<input type="checkbox"/>	EN 326	Romantics and Realists: Survey of Literatures in English 1815 to Present	3
<input type="checkbox"/>	EN 335	Epic Literature and Mythology	3
<input type="checkbox"/>	EN 336	Sagas, Saints and Sonnets: Survey of Literatures in English 700 to 1600	3
<input type="checkbox"/>	EN/FA/COMM 350	Creative Writing: Poetry and Fiction	
	<b>OR</b> EN/FA/COMM 351	Creative Writing: Creative Nonfiction	3
<input type="checkbox"/>	EN 360	Shakespeare	3
<input type="checkbox"/>	EN 370	Nature and Structure of English Language	3
<input type="checkbox"/>	EN/COMM 385	Introduction to Critical Strategies	3
<input type="checkbox"/>	EN/COMM 450	Ethical Theory for Writing and Reading	3
<input type="checkbox"/>	EN 495	Senior Research	3
<input type="checkbox"/>	HUM 391/392	Humanities Internship	2-5

(See also “Off-Campus Study Programs,” page 206.)

Upon successful completion of the major in English, graduates will be able to:

- Apply their knowledge and skills in a variety of careers such as teaching, publishing, journalism, new media, library and research positions, and public advocacy in areas such as the arts, literacy, community service, church relations and law.
- Understand, analyze, and evaluate the aesthetic qualities of well-crafted literature in the full spectrum of genres available for literary study
- Create their own written analyses and evaluations of literary and critical texts, observing the conventions of academic English.
- Apply their knowledge of literary craft to the act of creating their own literary texts in the genres of fiction, creative non-fiction and poetry.
- Transform culture by engaging aesthetic urban contexts and communities.

### B.A. in HISTORY Major Requirements

35 credits (minimum): 15 in residence, 17 upper division. Required:

<input type="checkbox"/>	HIS 306	Seminar in U.S. History	3
<input type="checkbox"/>	HIS 316	Seminar in European History	3
<input type="checkbox"/>	HIS 321	Seminar in World History	3
<input type="checkbox"/>	HIS 485	Historiography	3
<input type="checkbox"/>	HUM 391/2	Humanities Internship	2-5

*Select 12 credits in U.S. History:*

<input type="checkbox"/>	HIS 206	Strangers Among Us: Immigration and the Borderlands	3
<input type="checkbox"/>	HIS 207	The Good, the Bad, and the Ugly: A History of the American Presidency	3
<input type="checkbox"/>	HIS 208	U.S. History through Film	3
<input type="checkbox"/>	HIS/REL 260	History of Religion in the U.S.	3
<input type="checkbox"/>	HIS/SOC 340	Ethnic Relations in the United States	3
<input type="checkbox"/>	HIS/URB 370	History of the American City	3
<input type="checkbox"/>	HIS/REL 360	Church History II: Holiness, Denominationalism, and Recent Theological Movements	3

*Select 9 credits in Non-U.S. History:*

<input type="checkbox"/>	HIS 216	Royals and Revolutionaries	3
<input type="checkbox"/>	HIS 221	Apartheid and Genocide in 20 <sup>th</sup> -century Africa	3
<input type="checkbox"/>	HIS 222	Latin American Politics and Social Change	3
<input type="checkbox"/>	HIS 223	China and the West	3
<input type="checkbox"/>	HIS/REL 330	Church History I: Early and Medieval Persecution, Power, and Peoples	3

(See also “Off-Campus Study Programs,” page 206.)

Upon successful completion of the major in History, graduates will be able to:

- Identify culturally grounded assumptions that have influenced the perception and behavior of people in the past and identify those that influence their own perception and behavior.
- Effectively locate and analyze primary and secondary sources relevant to historical inquiry.
- Demonstrate critical engagement with the history of Christianity and Christian thought and the history of cities through oral and written forms.
- Take responsibility for their own interpretations of the past by explaining and defending them publicly in a variety of personal and professional contexts.
- Transform culture by engaging aesthetic urban contexts and communities.

**B.A. in HISTORY AND SOCIAL STUDIES Major Requirements**

38 credits (minimum): 18 credits in residence, 17 credits upper division.

Required:

<input type="checkbox"/>	PSY 140/141	General Psychology	3
<input type="checkbox"/>	PS 140	American Government	3
<input type="checkbox"/>	EC 203	Economics	3
<input type="checkbox"/>	HIS/SOC 340	Ethnic Relations in the U.S.	3
<input type="checkbox"/>	HIS 306	Seminar in U.S. History	3
<input type="checkbox"/>	HIS 316	Seminar in European History	3
<input type="checkbox"/>	HIS 321	Seminar in World History	3
<input type="checkbox"/>	HUM 391/392	Humanities Internship	2-5

*Select 6 credits in U.S. History:*

<input type="checkbox"/>	HIS 206	Strangers Among Us: Immigration and the Borderlands	3
<input type="checkbox"/>	HIS 207	The Good, the Bad, and the Ugly: A History of the American Presidency	3
<input type="checkbox"/>	HIS 208	U.S. History through Film	3
<input type="checkbox"/>	HIS/URB 370	History of the American City	3

*Select 3 credits in Non-U.S. History:*

<input type="checkbox"/>	HIS 216	Royals and Revolutionaries	3
<input type="checkbox"/>	HIS 221	Apartheid and Genocide in 20 <sup>th</sup> -century Africa	3



<input type="checkbox"/>	HIS 222	Latin American Politics and Social Change	3
<input type="checkbox"/>	HIS 223	China and the West	3
<i>Select 3 credits from the following:</i>			
<input type="checkbox"/>	SOC 140	Principles of Sociology	3
<input type="checkbox"/>	SS 351	Cultural Anthropology	3
<i>Select 3 credits from the following:</i>			
<input type="checkbox"/>	PS 315	Government in States and Communities	3
<input type="checkbox"/>	PS/SOC/SS 355	International Relations	3
<input type="checkbox"/>	PS/SOC 345	Social Problems and Public Policy	3

Upon successful completion of the major in Communications, graduates will be able to:

- Identify culturally grounded assumptions that have influenced the perception and behavior of people in the past and identify those that influence their own perception and behavior.
- Effectively locate and analyze primary and secondary sources relevant to historical inquiry.
- Take responsibility for their own interpretations of the past by explaining and defending them publicly in a variety of personal and professional contexts.
- Identify multiple perspectives on how history, social studies, and related fields should be taught and learned.
- Apply methods and insights from multiple academic disciplines in historical writing.

### **B.A. in LIBERAL STUDIES Major Requirements**

40 credits, no more than nine of which may be used to satisfy Core Studies requirements. None of these credits may be used to satisfy another major in the Humanities Department.

24 credits in residence, 21 upper division. Required:

<input type="checkbox"/>	COMM/EN 350	Creative Writing: Poetry and Fiction	
	<b>OR</b> COMM/EN 351	Creative Writing: Creative Nonfiction	3
<input type="checkbox"/>	FA 300	Aesthetics	3
<input type="checkbox"/>	PHIL 201	Introduction to Philosophy	3
<input type="checkbox"/>	HUM 391/392	Humanities Internship	2-5

Electives from at least three of the following academic areas (total a minimum of 40 credits for the degree):

#### **Humanities:**

<input type="checkbox"/>	ART 100	Basic Studio Art	2
<input type="checkbox"/>	ART 250/350	Art Appreciation	3
<input type="checkbox"/>	EN 215/315	Global Literature	
	<b>OR</b> EN 245/345	Urban Literature	3
<input type="checkbox"/>	EN/DR 220	Introduction to Drama	
	<b>OR</b> EN 250/349	Understanding Film and Its Forms	3
<input type="checkbox"/>	EN/DR 360	Shakespeare	
	<b>OR</b> EN 325	Rogues and Rebels: Survey of Literatures in English 1600 to 1815	
	<b>OR</b> EN 326	Romantics and Realists: Survey of Literatures in English 1815 to Present	
	<b>OR</b> EN 335	Epic Literature and Mythology	
	<b>OR</b> EN 336	Sagas, Saints and Sonnets: Survey of Literatures in English 700 to 1600	
	<b>OR</b> COMM/EN 385	Introduction to Critical Strategies	3

<input type="checkbox"/>	COMM 220	Public Speaking	3
<input type="checkbox"/>	COMM/EN 450	Ethical Theory for Writing and Reading	3
<input type="checkbox"/>	FA 200	Introduction to the Arts	3
<input type="checkbox"/>	Participatory Fine Arts elective (Music, Drama, Art)		1-3
<input type="checkbox"/>	HIS 306	Seminar in U.S. History	3
<input type="checkbox"/>	HIS 316	Seminar in European History	3
<input type="checkbox"/>	HIS 321	Seminar in World History	3
<input type="checkbox"/>	HIS/URB 370	History of the American City	3
<input type="checkbox"/>	HIS 485	Historiography	3
<input type="checkbox"/>	PHIL 300	Ethics	3
<b>Bible/Religion:</b>			
<input type="checkbox"/>	BI 230	Major Characters of the Old Testament	3
<input type="checkbox"/>	BI 250	Life and Teachings of Jesus	
	<b>OR</b> BI 260	Life and Teachings of Jesus	3
<input type="checkbox"/>	REL/SOC 310	Religions of the World	
	<b>OR</b> REL 351	Christian Thought in American Culture	3
<b>Math/Science:</b>			
<input type="checkbox"/>	MA 104	Math Concepts and Applications	3
<input type="checkbox"/>	BIO or PHS college level, lab course		3-4
<input type="checkbox"/>	Any Math course above MA 111		3-4
<b>Social Sciences:</b>			
<input type="checkbox"/>	EC 203	Economics	3
<input type="checkbox"/>	PS 140	American Government	
	<b>OR</b> PSY 140/141	General Psychology	
	<b>OR</b> SOC 140	Principles of Sociology	3
<input type="checkbox"/>	PS/BUS 303	Business and Employment Law	3
<input type="checkbox"/>	PSY/BIO 300	Neuroscience and Behavior	
	<b>OR</b> PSY 314	Abnormal Psychology	3-4
<input type="checkbox"/>	PSY 401	History and Systems of Psychology	
	<b>OR</b> PSY 402	Personality Theory	
	<b>OR</b> PSY 411	Psychology of Religion	3
<input type="checkbox"/>	SS 351	Cultural Anthropology	
	<b>OR</b> SS/BUS 380	Conflict: From Theory to Action	3
<input type="checkbox"/>	SOC/HIS 340	Ethnic Relations in America	
	<b>OR</b> SOC/PS 345	Social Problems and Public Policy	
	<b>OR</b> SOC/PS/SS 355	Issues in International Relations	
	<b>OR</b> SOC/REL 470	Christian Social Concern	
	<b>OR</b> SOC 380	Contemporary Family Issues	3

Upon successful completion of the major in Liberal Studies, graduates will be able to:

- Demonstrate a multidisciplinary approach to learning in academic and urban contexts. Understand the interpretive perspectives, methods, and content within different fields of study, including the Humanities, Religious Studies, Math and Natural and Social Sciences.
- Analyze the interpretive perspectives, methods, and content within different fields and contexts of study.
- Prioritize and propose effective multidisciplinary responses to personal, professional and social challenges.
- Transform culture by engaging aesthetic urban contexts and communities.

**Requirements for Minors:** Checklists for minors are available from the appropriate subject matter advisor.

**AMERICAN STUDIES Minor**

18 credits: 9 credits in residence chosen from the list of courses under the American Studies major.

**COMMUNICATIONS Minor**

Prerequisites: EN 101, EN 200

24 credits required, 9 upper division, 9 in residence. No more than 6 of the 24 credits may be used to satisfy Core Studies, major, or other minor requirements. Required:

<input type="checkbox"/>	COMM/JL 210	Journalism Principles and Techniques	3
<input type="checkbox"/>	COMM 300	Theory of Communication	3
<input type="checkbox"/>	COMM/EN 450	Ethical Theory for Writing and Reading	3
<input type="checkbox"/>	COMM 220	Public Speaking	3

Select a minimum of 12 credits from the following list. Selections must include at least one course from each of the three categories:

<input type="checkbox"/>	Theory and Content		
	DR/EN 250/349	Understanding Film and Its Forms	3
	COMM/EN/FA 351	Creative Writing: Non-fiction	3
	COMM/EN 390	Visual Communication	3
	FA 300	Aesthetics	3
<input type="checkbox"/>	Context		
	BUS/PSY 321	Organizational Behavior and Design	3
	BUS/SS 380	Conflict: From Theory to Action	3
	COMM/EN 385	Introduction to Critical Strategies	3
	HIS 306	Seminar in U.S. History	3
	HIS 316	Seminar in European History	3
	REL/SOC 310	Religions of the World	3
	SOC/PS 345	Social Problems and Public Policy	3
	SS 351	Cultural Anthropology	3
<input type="checkbox"/>	Production		
	BUS/COMM 261	Organizational Writing and Presentations	3
	COMM/JL 211	Copy Editing and Publication Design	3
	COMM/SS 200	Interpersonal Communications	2
	COMM/JL 125/325	Art and Literary Journal Production	1
	COMM/JL 335	Newsmagazine Production	1-3
	PM 345	Homiletics	3
	PSY 430	Counseling	3

**DRAMA Minor**

19 credits: 9 credits in residence. Required:

<input type="checkbox"/>	DR 200	Fundamentals of Acting	3
<input type="checkbox"/>	DR 210	Theatre Practicum (repeatable up to 12 credits)	1-2
<input type="checkbox"/>	DR/EN 220	Introduction to Drama	3
<input type="checkbox"/>	EN/DR 360	Shakespeare	3
<input type="checkbox"/>	DR 281	Play Directing	2

*Three credits from:*

<input type="checkbox"/>	DR 380	Advanced Acting	3
<input type="checkbox"/>	Other pre-approved electives in Drama		

**ENGLISH Minor**

15 credits: 9 credits in residence. Required:

<input type="checkbox"/>	COMM/EN/FA 350	Creative Writing: Poetry and Fiction	
	<b>OR</b> COMM/EN/FA 351	Creative Writing: Creative Nonfiction	3
<input type="checkbox"/>	EN/DR 360	Shakespeare	3

<input type="checkbox"/>	EN 370	Nature and Structure of English Language	3
<input type="checkbox"/>	EN 215/315	Global Literature	
	<i>OR</i> EN/DR 220	Introduction to Drama	
	<i>OR</i> EN 245/345	Urban Literature	
	<i>OR</i> EN/DR 250/349	Understanding Film and Its Forms	3
<input type="checkbox"/>	EN 325	Rogues and Rebels: Survey of Literatures in English 1600 to 1815	
	<i>OR</i> EN 326	Romantics and Realists: Survey of Literatures in English 1815 to Present	
	<i>OR</i> EN 335	Epic Literature and Mythology	
	<i>OR</i> EN 336	Sagas, Saints and Sonnets: Survey of Literatures in English 700 to 1600	
	<i>OR</i> COMM/EN 385	Introduction to Critical Strategies	3

### FINE ARTS Minor

16-19 credits: 9 credits in residence. Coursework may NOT duplicate courses to satisfy Core Studies requirements. Required:

<input type="checkbox"/>	FA 200	Introduction to the Arts	3
<input type="checkbox"/>	PHIL 201	Introduction to Philosophy	3
<input type="checkbox"/>	FA 300	Aesthetics	3
<input type="checkbox"/>	DR/EN 220	Introduction to Drama	
	<i>OR</i> ART 250/350	History of Art	
	<i>OR</i> MUS 241	Introduction to Music Literature	2-3
<input type="checkbox"/>	Elective Participatory Fine Arts Course		1-2
<input type="checkbox"/>	HUM 391/392	Humanities Internship	2-5

### HISTORY Minor

18 credits: 9 credits in residence. Required:

<input type="checkbox"/>	HIS 485	Historiography	3
<input type="checkbox"/>	U.S. History courses (see major)		6
<input type="checkbox"/>	Non-U.S. History courses (see major)		6
<input type="checkbox"/>	Electives in History		3

### PHILOSOPHY Minor

18 credits: 9 credits in residence, 9 credits upper division. No more than 6 of the 18 credits may be used to satisfy Core Studies, major, or other minor requirements.

Required:

<input type="checkbox"/>	PHIL 201	Introduction to Philosophy	3
<input type="checkbox"/>	PHIL 300	Ethics	3
<input type="checkbox"/>	PHIL 350	History of Western Philosophy	3

*Electives (choose 9 credits from the following):*

<input type="checkbox"/>	EN 370	Nature and Structure of English Language	3
<input type="checkbox"/>	COMM/EN 385	Introduction to Critical Strategies	
	<i>OR</i> COMM/EN 450	Ethical Theory for Writing and Reading	3
<input type="checkbox"/>	FA 300	Aesthetics	3
<input type="checkbox"/>	HIS 485	Historiography	3
<input type="checkbox"/>	PHIL 211	Logic	3
<input type="checkbox"/>	PHIL 379*	Philosophy Seminar (topics alternate each year)	3
<input type="checkbox"/>	PSY 401	History and Systems of Psychology	3
<input type="checkbox"/>	PSY/REL 411	Psychology of Religion	3
<input type="checkbox"/>	REL/SOC 310	Religions of the World	3
<input type="checkbox"/>	REL/TH 410	Christian Ethics	3

\*Course may be taken twice for credits applied to the minor

**Requirements for the Associate Degree:** The Humanities Department offers one associate degree. A checklist with the specific requirements is available from the appropriate subject matter advisor.

### A.A. in GENERAL STUDIES

62 credits: 32 credits in residence. Required:

<input type="checkbox"/>	EN 101	College Composition	3
<input type="checkbox"/>	EN 200	Advanced Composition	3
<input type="checkbox"/>	Communications elective		2-3
<input type="checkbox"/>	BI 151	The Bible as Literature	3
<input type="checkbox"/>	Religion elective		2-3
<input type="checkbox"/>	CMPT course or demonstrated proficiency		0-3
<input type="checkbox"/>	Mathematics elective		3
<input type="checkbox"/>	Lab Science elective		4
<input type="checkbox"/>	Lab Science elective		4
<input type="checkbox"/>	Mathematics or Science elective		2-4
<input type="checkbox"/>	Participatory Fine Arts elective		1-3
<input type="checkbox"/>	Cultural/Historical Fine Arts elective		2-3
<input type="checkbox"/>	HHK 150	Personal Health and Fitness	2
<input type="checkbox"/>	PE activity elective		1
<input type="checkbox"/>	PE activity elective		1

*Two courses from two areas of Humanities:*

<input type="checkbox"/>	Humanities elective (History, Literature or Philosophy)		3
<input type="checkbox"/>	Humanities elective (History, Literature or Philosophy)		3
<input type="checkbox"/>	HUM 210	Science in Society	
	<b>OR</b> HUM 211	War and Peace	
	<b>OR</b> HUM 212	Earthkeeping	
	<b>OR</b> HUM 213	Politics and People of the Book	
	<b>OR</b> HUM 310	Faith, Living and Learning	3

*Two courses from two areas of Social Science:*

<input type="checkbox"/>	Social Science elective (EC, HD, PS, PSY, SOC, SS, SW, URB)		3
<input type="checkbox"/>	Social Science elective (EC, HD, PS, PSY, SOC, SS, SW, URB)		3
<input type="checkbox"/>	Electives to reach		62

## DEPARTMENT OF MUSIC

*Through a classically-based program, the Music Department exists to develop musicians of excellence and authenticity, able to glorify God through many musical styles and callings.*

**Courses of Study:** Music, Worship

**Majors:** Music (with optional emphases in Music Education, Music Performance, and Music Theory/Composition), Music Business/Entrepreneurship, and Music and Ministry (with an optional emphasis in Worship Arts Leadership)

**Minor:** Music

**Major/Minor Statute of Limitations:** Courses must have been completed within 20 years

**Requirements for Majors:** Music majors must participate in either Concert Choir (C.C.) or Wind Ensemble (W.E.) during each semester when enrolled for 12 or more credits. Music Business/Entrepreneurship and Music and Ministry majors must participate in either Concert Choir or Wind Ensemble for four semesters.

### B.A. in MUSIC Major Requirements

*The major in Music is designed to balance theoretical and historical instruction with practical, hands-on experiences, including performance. The B.A. in Music offers three*

possible optional emphases. The Music Performance emphasis is designed for students desiring to perform and teach private lessons. The Music Theory/Composition emphasis develops the student's skills in analyzing, arranging, and writing music in various genres and for diverse purposes. The Music Education emphasis prepares students to pursue the MAT degree upon completion of the B.A.

50 credits: 24 credits in residence, 24 credits upper division. Required:

<input type="checkbox"/>	MUS 121	Theory I	3
<input type="checkbox"/>	MUS 121B	Aural Skills I	1
<input type="checkbox"/>	MUS 122	Theory II	3
<input type="checkbox"/>	MUS 122B	Aural Skills II	1
<input type="checkbox"/>	MUS 221	Theory III	3
<input type="checkbox"/>	MUS 221B	Functional Keyboard Skills I	1
<input type="checkbox"/>	MUS 222	Theory IV	3
<input type="checkbox"/>	MUS 222B	Functional Keyboard Skills II	1
<input type="checkbox"/>	MUS 250	Intro to Audio Recording	2
<input type="checkbox"/>	MUS 330	Conducting Skills	2
<input type="checkbox"/>	MUS 341	Music History I	3
<input type="checkbox"/>	MUS 342	Music History II	3
<input type="checkbox"/>	MUS 385	Pedagogy with Internship	2
<input type="checkbox"/>	MUS 421	Scoring and Arranging	3
<input type="checkbox"/>	MUS 422	20th & 21st Century Composition	2
<input type="checkbox"/>	MUS 101/201/301	Applied Music	1
<input type="checkbox"/>	MUS 102/202/302	Applied Music	1
<input type="checkbox"/>	MUS 201/203/301/303/401	Applied Music	1
<input type="checkbox"/>	MUS 202/204/302/304/402	Applied Music	1
<input type="checkbox"/>	MUS 301/303/401/403	Applied Music	1
<input type="checkbox"/>	MUS 302/304/402/404	Applied Music	1
<input type="checkbox"/>	MUS 114 C.C. or MUS 115 W.E.		1-2
<input type="checkbox"/>	MUS 114B C.C. or MUS 115B W.E.		1-2
<input type="checkbox"/>	MUS 114C C.C. or MUS 115C W.E.		1-2
<input type="checkbox"/>	MUS 114D C.C. or MUS 115D W.E.		1-2
<input type="checkbox"/>	MUS 314 C.C. or MUS 315 W.E.		1-2
<input type="checkbox"/>	MUS 314B C.C. or MUS 315B W.E.		1-2
<input type="checkbox"/>	MUS 314C C.C. or MUS 315C W.E.		1-2
<input type="checkbox"/>	MUS 314D C.C. or MUS 315D W.E.		1-2
<input type="checkbox"/>	MUS 399	Recital	1

Students are encouraged to declare one of three emphases that are designed to further personalize and expand their preparation. Additional emphases may be earned by completed all of the coursework required below. Completion of an emphasis is not required to earn a Music major.

### **MUSIC EDUCATION Emphasis**

*Students who anticipate pursuing teacher licensure in Music through the M.A.T. program are encouraged to complete this emphasis.*

19 credits: 13 credits in residence. Required:

<input type="checkbox"/>	MUS 301T	Applied Music : Woodwind Techniques	1
<input type="checkbox"/>	MUS 302T	Applied Music : Brass Techniques	1
<input type="checkbox"/>	MUS 303T	Applied Music : String Techniques	1
<input type="checkbox"/>	MUS 304T	Applied Music : Persuasion Techniques	1
<input type="checkbox"/>	HD 230	Lifespan Human Development	
	<b>OR</b> HD 311	Prenatal through Early Childhood Development	
	<b>AND</b> HD 312	Mid-Child through Adolescent Development	3-6

<input type="checkbox"/>	EDPSY 420	Learning Theory	3
<input type="checkbox"/>	ED 535U	Curriculum Planning & Instruction	3
<input type="checkbox"/>	ED 515U	Classroom Management	3
<input type="checkbox"/>	Education electives approved by advisor		

### MUSIC PERFORMANCE Emphasis

10 credits: 10 credits in residence. Required:

<input type="checkbox"/>	MUS 401/403	Applied Music	1
<input type="checkbox"/>	MUS 402/404	Applied Music	1
<input type="checkbox"/>	MUS 499	Recital	1

*Seven credits from the following (courses may be repeated):*

<input type="checkbox"/>	MUS 116/316	Chamber Ensemble	1
<input type="checkbox"/>	MUS 117/317	Jazz Band	1
<input type="checkbox"/>	MUS 118/318	Chorale	1-2
<input type="checkbox"/>	MUS 119/319	Vocal Jazz	1

### MUSIC THEORY/COMPOSITION Emphasis

9 credits: 9 credits in residence. Required:

<input type="checkbox"/>	MUS 301C	Applied Music : Composition	1
<input type="checkbox"/>	MUS 302C	Applied Music : Composition	1
<input type="checkbox"/>	MUS 401C	Applied Music : Composition	1
<input type="checkbox"/>	MUS 402C	Applied Music : Composition	1
<input type="checkbox"/>	MUS 301T	Applied Music : Woodwind Techniques	1
<input type="checkbox"/>	MUS 302T	Applied Music : Brass Techniques	1
<input type="checkbox"/>	MUS 303T	Applied Music : String Techniques	1
<input type="checkbox"/>	MUS 304T	Applied Music : Persussion Techniques	1
<input type="checkbox"/>	MUS 499	Recital	1

Upon successful completion of the major in Music, graduates will be able to:

- Understand the formal, melodic, harmonic, rhythmic, and textural structure of music.
- Recognize historical context as it applies to a broad development of musical styles.
- Evaluate music and music performances and their subsequent roles in each.
- Translate knowledge into skills through rehearsal and performance.
- Prepare music through the accumulated learning received in the classroom.
- Imagine and design presentations and performances.
- Facilitate musicianship in others through a variety of leadership roles.
- Create a process that yields a product of excellence.

### B.S. in MUSIC BUSINESS/ENTREPRENEURSHIP Major Requirements

The Music Business/Entrepreneurship degree prepares students to become successful entrepreneurs in the music industry with careers that are related to recording/production, publishing, retail, instruction, etc.

51-52 credits: 24 credits in residence, 18 upper division credits. Required:

<input type="checkbox"/>	MUS 121	Theory I	3
<input type="checkbox"/>	MUS 121B	Aural Skills I	1
<input type="checkbox"/>	MUS 122	Theory II	3
<input type="checkbox"/>	MUS 122B	Aural Skills II	1
<input type="checkbox"/>	MUS 221	Theory III	3
<input type="checkbox"/>	MUS 221B	Functional Keyboard Skills I	1
<input type="checkbox"/>	MUS 222	Theory IV	3

<input type="checkbox"/>	MUS 222B	Functional Keyboard Skills II	1
<input type="checkbox"/>	MUS 101/201/301	Applied Music	1
<input type="checkbox"/>	MUS 102/202/302	Applied Music	1
<input type="checkbox"/>	MUS 201/203/301/303/401	Applied Music	1
<input type="checkbox"/>	MUS 202/204/302/304/402	Applied Music	1
<input type="checkbox"/>	MUS 314 C.C. or MUS 315 W.E.		1-2
<input type="checkbox"/>	MUS 314B C.C. or MUS 315B W.E.		1-2
<input type="checkbox"/>	MUS 314C C.C. or MUS 315C W.E.		1-2
<input type="checkbox"/>	MUS 314D C.C. or MUS 315D W.E.		1-2
<input type="checkbox"/>	MUS/FA 242	Global Worship through the Arts	3
<input type="checkbox"/>	MUS 250	Introduction to Audio Recording	2
<input type="checkbox"/>	MUS 330	Conducting	2
<input type="checkbox"/>	BUS 101	Introduction to Business	
	<b>OR</b> SE 101	Introduction to Social Entrepreneurship	2-3
<input type="checkbox"/>	BUS 211	Financial Accounting	3
<input type="checkbox"/>	BUS 242	Marketing	3
<input type="checkbox"/>	SE 301	Entrepreneurship Enterprise	
	<b>OR</b> BUS 321	Organizational Behavior and Design	3
<input type="checkbox"/>	SE 311	Entrepreneurial Leadership in an Urban Context	
	<b>OR</b> BUS 310	Management Theory and Practice	3
<input type="checkbox"/>	SE 352	Entrepreneurial Project	3
<input type="checkbox"/>	BUS 495	Internship	3

Upon successful completion of the major in Music Business/Entrepreneurship, graduates will be able to:

- Understand the formal, melodic, harmonic, rhythmic, and textural structure of music.
- Recognize historical context as it applies to a broad development of musical styles.
- Evaluate music and music performances and their subsequent roles in each.
- Translate knowledge into skills through rehearsal and performance.
- Prepare music through the accumulated learning received in the classroom.
- Associate the meaning of music in business applications.
- Experiment with music as communication for its social and aesthetic influence.
- Propose the potential of music's power for concerts, recordings, publishing, and such.

### **B.A. in MUSIC AND MINISTRY Major Requirements**

*The Music and Ministry degree offers both technical and hands-on training for those students who wish to pursue music and ministry leadership in the local church.*

56 credits: 24 credits in residence, 20 credits upper division. Required:

<input type="checkbox"/>	MUS 121	Theory I	3
<input type="checkbox"/>	MUS 121B	Aural Skills I	1
<input type="checkbox"/>	MUS 122	Theory II	3
<input type="checkbox"/>	MUS 122B	Aural Skills II	1
<input type="checkbox"/>	MUS 221	Theory III	3
<input type="checkbox"/>	MUS 221B	Functional Keyboard Skills I	1
<input type="checkbox"/>	MUS 222	Theory IV	3
<input type="checkbox"/>	MUS 222B	Functional Keyboard Skills II	1
<input type="checkbox"/>	MUS 101/201/301	Applied Music	1
<input type="checkbox"/>	MUS 102/202/302	Applied Music	1
<input type="checkbox"/>	MUS 201/203/301/303/401	Applied Music	1
<input type="checkbox"/>	MUS 202/204/302/304/402	Applied Music	1



<input type="checkbox"/>	MUS 114 C.C. or MUS 115 W.E.	1-2	
<input type="checkbox"/>	MUS 114B C.C. or MUS 115B W.E.	1-2	
<input type="checkbox"/>	MUS 314 C.C. or MUS 315 W.E.	1-2	
<input type="checkbox"/>	MUS 314B C.C. or MUS 315B W.E.	1-2	
<input type="checkbox"/>	MUS/FA 242	Global Worship through the Arts	3
<input type="checkbox"/>	MUS 250	Introduction to Audio Recording	2
<input type="checkbox"/>	MUS 341	Music History I	3
<input type="checkbox"/>	MUS 342	Music History II	3
<input type="checkbox"/>	MUS 443	Planning and Leading Worship	3
<input type="checkbox"/>	CM 211	Ministry Field Ed. In Urban Context I	3
<input type="checkbox"/>	CM 212	Ministry Field Ed. In Urban Context II	3
<input type="checkbox"/>	BI 310	Studying the Old Testament	3
<input type="checkbox"/>	BI 320	Studying the New Testament	3
<input type="checkbox"/>	TH 400	Christian Theology	3
<input type="checkbox"/>	MIS 240	Introducing Cross-Cultural Ministry	3
	<b>OR</b> TH 470	Christian Social Concern	3

### WORSHIP ARTS LEADERSHIP Emphasis

10 credits: 10 credits in residence. Required:

<input type="checkbox"/>	MUS 330	Conducting	2
<input type="checkbox"/>	MUS 331	Choral Conducting	
	<b>OR</b> MUS 332	Instrumental Conducting	2
<input type="checkbox"/>	MUS 495	Internship-Worship Arts Leadership	1
<input type="checkbox"/>	MUS 498	Worship Arts Leadership Capstone	2
<input type="checkbox"/>	MUS 203/301/303/401	Applied Music	1
<input type="checkbox"/>	MUS 204/302/304/402	Applied Music	1
<input type="checkbox"/>	MUS 301/303/401/403	Applied Music	1
<input type="checkbox"/>	MUS 302/304/402/404	Applied Music	1

Upon successful completion of the major in Music and Ministry, graduates will be able to:

- Understand the formal, melodic, harmonic, rhythmic, and textural structure of music.
- Recognize historical context as it applies to a broad development of musical styles.
- Evaluate music and music performances and their subsequent roles in each.
- Translate knowledge into skills through rehearsal and performance.
- Prepare music through the accumulated learning received in the classroom.
- Understand and engage the dynamic worshipping Church.
- Serve as theologically astute worship artists.
- Employ pastoral sensitivities in their roles as worship leaders.
- Operate with artistic excellence in devising, presenting, and assessing gathered worship experiences.

### Requirements for Minor:

#### MUSIC Minor

28 credits: 13 credits in residence. Required:

<input type="checkbox"/>	MUS 121	Theory I	3
<input type="checkbox"/>	MUS 121B	Aural Skills I	1
<input type="checkbox"/>	MUS 122	Theory II	3
<input type="checkbox"/>	MUS 122B	Aural Skills II	1

<input type="checkbox"/>	MUS 221	Theory III	3
<input type="checkbox"/>	MUS 221B	Functional Keyboard Skills I	1
<input type="checkbox"/>	MUS 222B	Functional Keyboard Skills II	1
<input type="checkbox"/>	MUS 242	Global Worship Through the Arts	3
<input type="checkbox"/>	MUS 330	Conducting Skills	2
<input type="checkbox"/>	MUS 101/201/301	Applied Music	1
<input type="checkbox"/>	MUS 102/202/302	Applied Music	1
<input type="checkbox"/>	MUS 103/201/203/301/303	Applied Music	1
<input type="checkbox"/>	MUS 104/202/204/302/304	Applied Music	1
<input type="checkbox"/>	MUS 201/203/301/303/401	Applied Music	1
<input type="checkbox"/>	MUS 202/204/302/304/402	Applied Music	1
<input type="checkbox"/>	MUS 114 C.C. or MUS 115 W.E.		1-2
<input type="checkbox"/>	MUS 114B C.C. or MUS 115B W.E.		1-2
<input type="checkbox"/>	MUS 314 C.C. or MUS 315 W.E.		1-2
<input type="checkbox"/>	MUS 314B C.C. or MUS 315B W.E.		1-2

## DEPARTMENT OF NATURAL SCIENCES AND HEALTH

*The mission of the Department of Natural Sciences and Health is to help students gain a solid foundation in math, the sciences, and health in order to help them achieve their goals in their selected field of service and to confront the technological, social, moral, and spiritual challenges to be faced in the future.*

**Courses of Study:** Biological Science, Health and Human Kinetics, Mathematics, Physical Education, Physical Science, Sports and Recreation Management

**Majors:** Biological Science, Health and Human Kinetics, Physical Science, Sports and Recreation Management

**Emphases in Biological Science Major:** General Biology, Human Biology

**Emphases in the Health and Human Kinetics Major:** Exercise Science, Health Fitness Management

**Emphases in Sports and Recreation Management:** Administrative, Coaching

**Minors:** Biology, Chemistry, Coaching, Health, Physical Education

**Associate of Science:** Health Sciences

**Major/Minor Statute of Limitations:** Courses applied toward Biological and Physical Science majors/minors must have been completed within five years; courses applied toward Health and Human Kinetics majors/minors or the Sports and Recreation Management major must have been completed within ten years.

**Duplication of Credit:** Courses may be double counted for two majors or for a major and minor only if at least 12 unique upper division credits have been completed for each major, except where noted.

**Requirements for Majors:** Checklists for the majors are available from the appropriate subject matter advisor.

### B.S. in BIOLOGICAL SCIENCE: GENERAL BIOLOGY EMPHASIS

#### Major Requirements

*This degree supports a core of general biological knowledge and skills and is designed to provide background necessary to facilitate careers in the major areas of biology. It is intended to support the needs of students who are seeking to pursue graduate school or are interested in secondary biology education.*

52 credits: 15 credits in residence, 25 credits upper division.

#### Core Requirements:

<input type="checkbox"/>	BIO 101	General Biology I	4
<input type="checkbox"/>	BIO 102	General Biology II	4

<input type="checkbox"/>	BIO 245	Evolution	3
<input type="checkbox"/>	BIO 250	Genetics	4
<input type="checkbox"/>	BIO 490	Senior Seminar in Biology	1
<input type="checkbox"/>	PHS 211	General Chemistry I	4
<input type="checkbox"/>	PHS 212	General Chemistry II	4
<input type="checkbox"/>	MA 342	Statistical Methods	4

**Emphasis Area Requirements:**

<input type="checkbox"/>	BIO 301	Botany	4
<input type="checkbox"/>	PHS 301	Organic Chemistry I	
	OR PHS 230	Geology	4

Select one course from each of three categories, plus additional courses to total 16 UD credits.

**Cell Biology:**

<input type="checkbox"/>	BIO 330	Cell Biology	4
<input type="checkbox"/>	BIO 370	Microbiology	4

**Physiology**

<input type="checkbox"/>	BIO 420	Mammalian Physiology	4
<input type="checkbox"/>	HHK 425	Exercise Physiology	4
<input type="checkbox"/>	BIO 222	Human Anatomy & Physiology II*	4

\*Students selecting this course must take additional UD credits in the major.

**Organismal/Field Biology:**

<input type="checkbox"/>	BIO 360	Ecology	4
<input type="checkbox"/>	BIO 380	Invertebrate Zoology	4

**Additional electives:**

Choose from any of the above UD electives, plus:

<input type="checkbox"/>	BIO/PSY 300	Neuroscience and Behavior	4
<input type="checkbox"/>	BIO 315	Malheur Natural History Studies	3
<input type="checkbox"/>	BIO 421	Elements of Human Gross Anatomy	3
<input type="checkbox"/>	HHK 325	Kinesiology	3

**TEACHER LICENSURE, BIOLOGICAL SCIENCE (ML and/or HS) or BASIC**

Program checklists are available in the Teacher Education office. Students wishing to pursue teaching licensure in Biology or Advanced Math may apply to the Master of Arts in Teaching program a (see page 113).

**B.S. in BIOLOGICAL SCIENCE: HUMAN BIOLOGY EMPHASIS****Major Requirements**

*This degree supports a core of general biological knowledge and skills and is designed to provide background necessary to facilitate careers in the health sciences and allied fields. It is intended to support the needs of students who are seeking careers in medicine, dentistry, pharmacy, veterinary medicine, and physical therapy.*

52 credits: 15 credits in residence, 25 credits upper division.

**Core Requirements:**

<input type="checkbox"/>	BIO 101	General Biology I	4
<input type="checkbox"/>	BIO 102	General Biology II	4
<input type="checkbox"/>	BIO 245	Evolution	3
<input type="checkbox"/>	BIO 250	Genetics	4
<input type="checkbox"/>	BIO 490	Senior Seminar in Biology	1
<input type="checkbox"/>	PHS 211	General Chemistry I	4
<input type="checkbox"/>	PHS 212	General Chemistry II	4
<input type="checkbox"/>	MA 342	Statistical Methods	4

**Emphasis Area Requirements:**

<input type="checkbox"/>	BIO 221	Human Anatomy and Physiology	4
<input type="checkbox"/>	PHS 301	Organic Chemistry I	4

Select one from each of three categories, plus additional courses to total 16 UD credits.

**Cell Biology:**

<input type="checkbox"/>	BIO 330	Cell Biology	4
<input type="checkbox"/>	BIO 370	Microbiology	4

**Physiology:**

<input type="checkbox"/>	BIO 420	Mammalian Physiology	4
<input type="checkbox"/>	HHK 475	Exercise Physiology	4

**Organismal/Field Biology:**

<input type="checkbox"/>	BIO 301	Botany	4
<input type="checkbox"/>	BIO 360	Ecology	4
<input type="checkbox"/>	BIO 380	Invertebrate Zoology	4

**Additional electives:**

Choose from any of the above UD electives, plus:

<input type="checkbox"/>	BIO/PSY 300	Neuroscience and Behavior	4
<input type="checkbox"/>	BIO 315	Malheur Natural History Studies	3
<input type="checkbox"/>	BIO 421	Elements of Human Gross Anatomy	3
<input type="checkbox"/>	HHK 325	Kinesiology	3

\*Students seeking admission to medical, dental or pharmacy schools will need the following courses in addition to the regular program:

<input type="checkbox"/>	PHS 221	General Physics I	4
<input type="checkbox"/>	PHS 222	General Physics II	4
<input type="checkbox"/>	PHS 302	Organic Chemistry II	4
<input type="checkbox"/>	PHS 412	Biochemistry	4

Upon successful completion of the major in Biological Science, graduates will be able to:

- Demonstrate a comprehension of the fundamental concepts, theories, language and historical context of the biological sciences.
- Demonstrate the ability to integrate the disciplines within the sciences and mathematics in order to critically approach and evaluate theories, quantitatively analyze data, and solve problems.
- Understand and apply scientific methodologies through the formulation of hypotheses, use of current research technologies and statistical applications, and the evaluation and presentation of results.
- Effectively communicate their approach to data analysis and problem solving in both written and oral form.
- Demonstrate the use of basic technical skills related to the practice of biology.
- Articulate their worldview of the integral relationship science and faith have in relation to the ethical, moral and spiritual issues of our society.

**B.S. in HEALTH AND HUMAN KINETICS Major Requirements**

Warner Pacific's major in Health and Human Kinetics prepares students for authorizations in Teacher Licensure for Early Childhood/ Elementary or Elementary/Middle or Middle/High Physical Education; Exercise Science, a pre-grad course of study geared toward careers in physical therapy, sports medicine, research and college teaching; and Health/Fitness Management, for those students interested in business training in the fitness field.

33 credits: 15 credits in residence, 20 credits upper division. Required:

<input type="checkbox"/>	BIO 221	Human Anatomy and Physiology I	4
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<input type="checkbox"/>	BIO 222	Human Anatomy and Physiology II	4
<input type="checkbox"/>	HHK 230	Introduction to Health and Human Kinetics	3
<input type="checkbox"/>	HHK 310	Motor Learning	3
<input type="checkbox"/>	HHK 325	Kinesiology	3
<input type="checkbox"/>	HHK 350	Care and Prevention of Athletic Injuries	3
<input type="checkbox"/>	HHK 360	Organization and Administration of P.E.	3
<input type="checkbox"/>	HHK 460	Tests, Measurements and Evaluation in Human Kinetics	3
<input type="checkbox"/>	HHK 470	Adapted Physical Education	3
<input type="checkbox"/>	HHK 475	Exercise Physiology	4

Upon successful completion of the major in Health and Human Kinetics, graduates will be able to:

- Demonstrate an awareness of the basic concepts, theories, models and vocabulary necessary to understand the field of study.
- Recognize major issues, trends and historical developments within the field of Health and Human Kinetics.
- Integrate science and social science in the understanding and application of human movement.
- Critically evaluate research and data in the fields of Health and Human Kinetics.
- Identify and explore the moral and ethical challenges within their discipline.
- Demonstrate skills necessary for professional service in Health and Human Kinetics.
- Develop an awareness of the value of membership and participation in professional organizations (certification).

**Requirements for Optional Emphases in the Major:** Checklists for emphases are available from the appropriate subject matter advisor.

### EXERCISE SCIENCE Emphasis

Required HHK Core plus 23 credits: 15 credits in residence. Required:

<input type="checkbox"/>	PHS 211	General Chemistry	4
<input type="checkbox"/>	PHS 212	General Chemistry	4
<input type="checkbox"/>	PHS 221	General Physics	4
<input type="checkbox"/>	BIO 420	Mammalian Physiology	4
<input type="checkbox"/>	HHK 240	Nutrition	3
<input type="checkbox"/>	HHK 494	Internship	4

### HEALTH FITNESS MANAGEMENT Emphasis

HHK Core plus 27 credits: 15 credits in residence. Required:

<input type="checkbox"/>	BUS 211	Financial Accounting	3
<input type="checkbox"/>	BUS 212	Managerial Accounting	3
<input type="checkbox"/>	BUS 242	Marketing	3
<input type="checkbox"/>	BUS 310	Management Theory and Practice	3
<input type="checkbox"/>	BUS 303	Business and Employment Law	3
<input type="checkbox"/>	BUS 364	Corporate Finance	3
<input type="checkbox"/>	HHK 240	Nutrition	3
<input type="checkbox"/>	HHK 494	Internship	4

*Select two credits from the following:*

<input type="checkbox"/>	PE 101	Weight Training and Conditioning	1
<input type="checkbox"/>	PE 112	Jogging/Fitness Walking	1
<input type="checkbox"/>	HHK 309	Professional Activities (Wellness)	2

## TEACHER LICENSURE, PHYSICAL EDUCATION (ECE/ELEM OR ML/HS)

Program checklists are available in the Teacher Education office. Students wishing to pursue teaching licensure in Physical Education may apply to the Master of Arts in Teaching program (see page 116).

### B.S. in PHYSICAL SCIENCE Major Requirements

*This degree supports a core of general knowledge and skills in the physical sciences. It is intended to support the needs of students who are seeking careers in chemistry, the physical sciences or secondary chemistry or physical science education.*

42 credits: 15 credits in residence, 18 credits upper division. Required:

<input type="checkbox"/>	PHS 211	General Chemistry I	4
<input type="checkbox"/>	PHS 212	General Chemistry II	4
<input type="checkbox"/>	PHS 221	General Physics I	4
<input type="checkbox"/>	PHS 222	General Physics II	4
<input type="checkbox"/>	MA 251	Calculus I	4
<input type="checkbox"/>	MA 252	Calculus II	4
<input type="checkbox"/>	Upper division Physical Science or Math electives		18

Upon successful completion of the major in Physical Science, graduates will be able to:

- Demonstrate a comprehension of the fundamental concepts, theories and models necessary to the understanding of the physical sciences and mathematics.
- Demonstrate the ability to integrate the disciplines within the sciences and mathematics in order to critically approach and evaluate theories, analyze data, and solve problems.
- Understand and apply scientific methodologies through the formulation of hypotheses, use of current research technologies and statistical applications, and the evaluation and presentation of results.
- Effectively communicate their approach to data analysis and problem solving both in written and oral form.
- Demonstrate a comprehension of the historical context and development of the physical sciences over the years.
- Explore science, faith and their integral relationship with the ethical, moral and spiritual issues of our society.

### B.S. in SPORTS AND RECREATION MANAGEMENT: ADMINISTRATIVE EMPHASIS Major Requirements

*This degree provides students with the planning, administration, and leadership skills needed to contribute to the success of organizations that focus on sports and recreation activities, sports products, or sports services. Graduates will be prepared to work in interscholastic athletic departments, sports related companies, or fitness centers in the areas of administration, sales, marketing, or management.*

50.5 credits: 24 credits in residence, 24 credits upper division.

#### Core Requirements:

<input type="checkbox"/>	SRM 101	CPR/First Aid	.5
<input type="checkbox"/>	HHK 230	Introduction to Health and Human Kinetics	3
<input type="checkbox"/>	HHK 360	Organization and Administration of PE	3
<input type="checkbox"/>	BUS 101	Business Economics	2
<input type="checkbox"/>	SRM 230	Introduction to Sports Management	3

<input type="checkbox"/>	SRM 250	Sports Ethics	3
<input type="checkbox"/>	SRM 260	Sociology in Sports	3
<input type="checkbox"/>	SRM 350	Communication in Sports	3
<b>Emphasis area requirements:</b>			
<input type="checkbox"/>	BUS 211	Financial Accounting	3
<input type="checkbox"/>	BUS 212	Managerial Accounting	3
<input type="checkbox"/>	BUS 242	Marketing	3
<input type="checkbox"/>	MA 342	Statistical Methods	4
<input type="checkbox"/>	SRM 270	Facilities and Events Management	3
<input type="checkbox"/>	SRM 360	Sports Finance	3
<input type="checkbox"/>	SRM 394	Administrative Internship I	2
<input type="checkbox"/>	SRM 450	Sports Law	3
<input type="checkbox"/>	SRM 460	Sports Marketing	3
<input type="checkbox"/>	SRM 494	Administrative Internship II	3

Upon successful completion of the major in Sports and Recreation Management with Administrative emphasis, graduates will be able to:

- Describe the basic concepts, theories, models, and vocabulary necessary for the field of sports management.
- Recognize the major trends, issues, and historical developments in the field of sports management.
- Integrate business administration and athletic administration in the areas of marketing, finance, and operations management.
- Experience through direct participation, the multiple facets of athletic administration.
- Implement effective leadership and team building skills.
- Implement the necessary skills to administrate an athletic event, such as organization, initiative, human resource management, and emergency procedures.
- Summarize important ethical and legal aspects of sports management.

## **B.S. in SPORTS AND RECREATION MANAGEMENT: COACHING EMPHASIS Major Requirements**

*This degree will provide students with the knowledge and skills necessary for careers in coaching. There is a strong emphasis in body mechanics and the physical aspects of coaching, as well as training for the psychological and social components. Graduates will be well prepared for lifetime careers in coaching at the recreational, high school, or college levels, as well as for careers working in fitness and athletic training.*

50.5 credits: 24 in residence, 22 credits upper division

### **Core requirements:**

<input type="checkbox"/>	SRM 101	CPR/First Aid	.5
<input type="checkbox"/>	HHK 230	Introduction to Health and Human Kinetics	3
<input type="checkbox"/>	HHK 360	Organization and Administration of PE	3
<input type="checkbox"/>	BUS 101	Business Economics	2
<input type="checkbox"/>	SRM 230	Introduction to Sports Management	3
<input type="checkbox"/>	SRM 250	Sports Ethics	3
<input type="checkbox"/>	SRM 260	Sociology in Sports	3
<input type="checkbox"/>	SRM 350	Communication in Sports	3

### **Emphasis area requirements:**

<input type="checkbox"/>	BIO 221	Human Anatomy and Physiology I	4
<input type="checkbox"/>	BIO 222	Human Anatomy and Physiology II	4
<input type="checkbox"/>	HHK 240	Nutrition	3
<input type="checkbox"/>	HHK 310	Motor Learning	3

<input type="checkbox"/>	HHK 350	Care and Prevention of Athletic Injuries	3
<input type="checkbox"/>	HHK 475	Exercise Physiology	4
<input type="checkbox"/>	SRM 240	Fundamentals of Coaching	3
<input type="checkbox"/>	SRM 340	Sports Psychology	3
<input type="checkbox"/>	SRM 495	Coaching Internship	3

Upon successful completion of the major in Sports and Recreation Management with Coaching emphasis, graduates will be able to:

- Describe the basic concepts, theories, models, and vocabulary necessary for the field of sports management.
- Recognize the major trends, issues, and historical developments in the field of sports management.
- Integrate business administration and athletic administration in the areas of marketing, finance, and operations management.
- Experience through direct participation, the multiple facets of athletic administration.
- Implement effective leadership and team building skills.
- Implement the necessary skills to administrate an athletic event, such as organization, initiative, human resource management, and emergency procedures.
- Summarize important ethical and legal aspects of sports management.

**Requirements for Minors:** Checklists for minors are available from the appropriate subject matter advisor.

### BIOLOGY Minor

21 credits: 12 credits in residence. 6 credits upper division. Required:

<input type="checkbox"/>	BIO 101	General Biology I	4
<input type="checkbox"/>	BIO 102	General Biology II	4
<input type="checkbox"/>	BIO 245	Evolution	3
<input type="checkbox"/>	BIO 250	Genetics	4
<input type="checkbox"/>	Upper division Biology courses chosen with advisor		6

**Requirements for Minors:** Checklists for minors are available from the appropriate subject matter advisor.

### CHEMISTRY Minor

18 credits: 10 credits in residence. Required:

<input type="checkbox"/>	PHS 211	General Chemistry I	4
<input type="checkbox"/>	PHS 212	General Chemistry II	4
<input type="checkbox"/>	PHS 301	Organic Chemistry I	4
<input type="checkbox"/>	Upper division Chemistry course chosen with advisor		6

*Students may count PHS 301 toward both a Biological Science major and the Chemistry minor regardless of number of unique upper division credits.*

### COACHING Minor

22.5 credits: 12 credits in residence, 9 credits upper division. Required:

<input type="checkbox"/>	SRM 101	CPR / First Aid	.5
<input type="checkbox"/>	SRM 240	Fundamentals of Coaching	3
<input type="checkbox"/>	SRM 250	Sports Ethics	3
<input type="checkbox"/>	SRM 340	Sports Psychology	3
<input type="checkbox"/>	HHK 240	Nutrition	3
<input type="checkbox"/>	HHK 350	Care and Prevention of Athletic Injuries	3



<input type="checkbox"/>	HHK 360	Organization and Administration of Physical Education	3
<input type="checkbox"/>	BIO 121	Introduction to Anatomy and Physiology	4
	<b>OR</b> BIO 221	Human Anatomy & Physiology I	4

### HEALTH Minor

15 credits: 9 credits in residence, 6 credits upper division. Required:

<input type="checkbox"/>	BIO 221	Human Anatomy and Physiology I	4
<input type="checkbox"/>	HHK 150	Personal Health	2
<input type="checkbox"/>	HHK 240	Nutrition	3
<input type="checkbox"/>	HHK 320	Human Sexuality	3
<input type="checkbox"/>	HHK 340	Current Health Issues	3

### PHYSICAL EDUCATION Minor

18 credits: 9 credits in residence, 9 credits upper division. Required:

<input type="checkbox"/>	BIO 221	Human Anatomy and Physiology I	4
<input type="checkbox"/>	HHK 230	Intro to Health and Human Kinetics	3
<input type="checkbox"/>	HHK 350	Care and Prevention of Athletic Injuries	3
<input type="checkbox"/>	HHK 325	Kinesiology	3
<input type="checkbox"/>	HHK 470	Adapted Physical Education	3

*One of the following:*

<input type="checkbox"/>	HHK 300-309	Professional Activities	2
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**Requirements for Associate Degree:** The Department of Natural Sciences and Health offers one associate degree. A checklist with the specific requirements is available from the appropriate subject matter advisor.

### A.S. in HEALTH SCIENCES

*This program is intended for students pursuing a career in nursing and is designed to fulfill the prerequisites needed for junior-status entry into typical nursing programs. Consult with the appropriate advisor in the Department of Natural Sciences and Health.*

62 credits: 28 credits in residence of which 12 must carry the BIO or PHS prefix.

Required:

<input type="checkbox"/>	BIO 221	Human Anatomy and Physiology I	4
<input type="checkbox"/>	BIO 222	Human Anatomy and Physiology II	4
<input type="checkbox"/>	BIO 370	Microbiology	4
<input type="checkbox"/>	PHS 211	General Chemistry I *	4
<input type="checkbox"/>	PHS 212	General Chemistry II	4
<input type="checkbox"/>	Mathematics course, 100-level or higher **		3-4
<input type="checkbox"/>	HHK 240	Nutrition	3
<input type="checkbox"/>	PSY 140	General Psychology	
	<b>OR</b> PSY 141	General Psychology	3
<input type="checkbox"/>	SOC 140	Principles of Sociology	3
<input type="checkbox"/>	HD 230	Life Span Human Development	3
<input type="checkbox"/>	SS 351	Cultural Anthropology	
	<b>OR</b> SOC/HIS 340	Ethnic Relations in America	3
<input type="checkbox"/>	EN 101	College Composition	3
<input type="checkbox"/>	EN 200	Advanced Composition: Argument	3
<input type="checkbox"/>	BI 151	The Bible as Literature	3
<input type="checkbox"/>	HUM 210/211/212/213/310	Humanities Colloquy**	3
<input type="checkbox"/>	HHK 150	Personal Health and Fitness	2

*9 credits from the following\*\*:*

<input type="checkbox"/>	MA 342	Statistical Methods	4
<input type="checkbox"/>	MA 115	Precalculus	4

- First-year learning community 3
- Religion course (BI, REL) 2-3
- Fine arts course (cultural/historical) 2-3
- Other elective credits chosen in consultation with advisor

\* College Algebra competency is required prior to taking PHS 211

\*\*Mathematics, elective and humanities courses should be chosen in correlation with published entry requirements for the nursing schools of intended application.

## DEPARTMENT OF RELIGION AND CHRISTIAN MINISTRIES

*The Religion and Christian Ministries Department at Warner Pacific College exists to intentionally assist the church in forming leaders that will speak and act in the name and style of Jesus Christ.*

**Courses of Study:** Biblical Studies, Christian Ministries, Missions, Pastoral Ministries, Religion, Theology

**Major:** Christian Ministries

**Minors:** Biblical Studies, Christian Ministries, Christian Missions, Religion and Social Ethics, Youth Ministry

**Major/Minor Statute of Limitations:** Courses must have been completed within 20 years

### B.A. in CHRISTIAN MINISTRIES Major Requirements

*The major in Christian Ministries provides a well-balanced preparation for Christian ministry combining emphases on Biblical studies, spiritual formation, historical and constructive theology, ethics, and pastoral ministries. Graduates will be well-prepared academically, equipped and skilled in the tools of ministry, experienced in various forms of ministry, and well on their way toward looking like Christ and, in fact, being the hands and feet of Christ in this present day in the varying and multiple cultural contexts of our world.*

*Graduates go on to Christian ministries including service as ministers within church settings as well as Christian educators, parachurch workers, community developers, seminary students and graduate students in the field of Religion and other related fields. A graduate program offering Master-level degrees is also available. See page 113.*

53 credits: 27 credits in residence, 30 credits upper division. Required:

- BI 310 Studying the Old Testament 3
- BI 315 Teaching the Old Testament 3
- BI 320 Studying the New Testament 3
- BI 325 Teaching the New Testament 3
- CM 140 Ministry Practice: Exploring Vocation and Call 3
- CM 211 Ministry Field Education in an Urban Context I 3
- CM 212 Ministry Field Education in an Urban Context II 3
- CM 370 Ministry Preparation Internship 3
- CM 400 Ministry Integrative Capstone 3
- MIS 240 Introducing Cross-Cultural Ministry 3
- PM 345 Proclaiming God's Word 3
- REL/HIS 330 Church History I: Early and Medieval Persecution, Power, and Peoples 3
- REL 370/HIS 360 Church History II: Holiness, Denominationalism and Theological Movements 3

<input type="checkbox"/>	TH 400	Christian Theology	3
<input type="checkbox"/>	TH/SOC 470	Christian Social Concern	3
<input type="checkbox"/>	OR TH/REL 410	Christian Ethics	3

Select at least eight credits from at least two different categories:

**Business, Management, and Entrepreneurship:**

<input type="checkbox"/>	BUS 310	Management Theory and Practice	3
<input type="checkbox"/>	BUS/PSY 321	Organizational Behavior and Design	3
<input type="checkbox"/>	SE 301	Entrepreneurial Enterprise	3
<input type="checkbox"/>	SE 311	Entrepreneurial Leadership within an Urban Context	3
<input type="checkbox"/>	URB 403	Grant Writing & Fundraising	3

**Human Development and Wellness:**

<input type="checkbox"/>	HD 230	Life Span and Human Development	3
<input type="checkbox"/>	HD/HHK 320	Human Sexuality	3
<input type="checkbox"/>	EDPSY 320	Family Life Education Methodology	2
<input type="checkbox"/>	EDPSY 420	Learning Theory	3
<input type="checkbox"/>	SS/COMM 200	Interpersonal Communications	2

**Crisis Management:**

<input type="checkbox"/>	SRM 101	CPR/First Aid	1
<input type="checkbox"/>	PSY 340	Emotional First Aid	1
<input type="checkbox"/>	PSY 341	Trauma Intervention Program Training Academy	4
<input type="checkbox"/>	PSY 440	Stress, Crisis, Trauma, and Coping	2

**Urban Contextual Complexities and Analysis:**

<input type="checkbox"/>	REL/SOC 310	Religions of the World	3
<input type="checkbox"/>	HIS/URB 370	History of the American City	3
<input type="checkbox"/>	URB/SOC 353	Urban Anthropology	3
<input type="checkbox"/>	URB/PM 410	Urban Ministry	3
<input type="checkbox"/>	URB/PM 480	Christ and the City	3
<input type="checkbox"/>	URB/SOC 390	Poverty in the Urban Context	3
<input type="checkbox"/>	SE 311	Leadership Within an Urban Context	3

Upon successful completion of the major in Christian Ministries, graduates will:

- Demonstrate qualities of Christian character (especially love, teachability and servanthood) in relating to God, self, “other,” and the world.
- Identify, describe, and assess their understandings of calling in relationship to others’ experiences of calling within the biblical-historical Christian story and in their own lives.
- Use scholarly methods to outline and synthesize biblical texts in order to demonstrate an in-depth understanding of the Bible.
- Describe and evaluate major figures and events in the history of the Christian church in context and assess their influence on the church today.
- Utilize a Wesleyan theo-ethical approach to construct and evaluate their own theological values and sources and to determine the concrete implications of those.
- Recognize, value, and choose a contextual approach to ministry.
- Formulate, in community, an approach to ministry that integrates identified gifts with practical ministry skills to verify community needs and support community assets.

**Requirements for Major in Music and Youth Ministries:** see page 80.

**BIBLICAL STUDIES Minor**

24 credits: 10 credits in residence, 12 credits upper division. Required:

<input type="checkbox"/>	BI 250	Life and Teachings of Jesus	3
<input type="checkbox"/>	BI 260	Life and Teachings of Paul	3

<input type="checkbox"/>	BI 310	Studying the Old Testament	3
<input type="checkbox"/>	BI 320	Studying the New Testament	3
<input type="checkbox"/>	BI 441	Biblical Hebrew	3
<input type="checkbox"/>	BI 443	Biblical Greek	3
<input type="checkbox"/>	CM 370	Ministry Preparation Internship	3
<input type="checkbox"/>	MIS 410	Biblical Theology of Missions	3

### CHRISTIAN MINISTRIES Minor

24 Credits: 15 credits in residence, 12 credits upper division. Required:

<input type="checkbox"/>	CM 140	Ministry Practice: Exploring Vocation and Call	3
<input type="checkbox"/>	CM 211	Ministry Field Education in an Urban Context I	3
<input type="checkbox"/>	CM 212	Ministry Field Education in an Urban Context II	3
<input type="checkbox"/>	PM 345	Proclaiming God's Word	3

Choose two from the following:

<input type="checkbox"/>	BI 310	Studying the Old Testament	3
<input type="checkbox"/>	BI 315	Teaching the Old Testament	3
<input type="checkbox"/>	BI 320	Studying the New Testament	3
<input type="checkbox"/>	BI 325	Teaching the New Testament	3

Choose two from the following:

<input type="checkbox"/>	MIS 240	Introducing Cross-Cultural Ministry	3
<input type="checkbox"/>	TH 400	Christian Theology	3
<input type="checkbox"/>	TH/SOC 470	Christian Social Concern	
	<b>OR</b> TH/REL 410	Christian Ethics	3

### CHRISTIAN MISSIONS Minor

24 credits: 12 credits in residence, 12 credits upper division. Required:

<input type="checkbox"/>	MIS 240	Introducing Cross-Cultural Ministry*	3
<input type="checkbox"/>	MIS 335	Discipleship in a Cross-Cultural Context	3
<input type="checkbox"/>	MIS 410	Biblical Theology of Missions	3
<input type="checkbox"/>	MIS 450	Current Issues in Christian Missions	3
<input type="checkbox"/>	REL/SOC 310	Religions of the World	3
<input type="checkbox"/>	SS 351	Cultural Anthropology	3
	<b>OR</b> URB/SOC 353	Urban Anthropology	
<input type="checkbox"/>	MIS 370	Ministering in a Cross-Cultural Setting	3

Select one of the following:

<input type="checkbox"/>	BI 250	Life and Teachings of Jesus	
	<b>OR</b> BI 260	Life and Teachings of Paul	
	<b>OR</b> REL/SOC 240	Introduction to Peace Studies	3

\* CM majors must substitute another course approved by the advisor.

### SOCIAL ETHICS Minor

24 credits: 12 credits in residence, 12 credits upper division. Required:

<input type="checkbox"/>	BI 250	Life and Teachings of Jesus	3
	<b>OR</b> BI 260	Life and Teachings of Paul	3
<input type="checkbox"/>	PHIL 201	Introduction to Philosophy	3
<input type="checkbox"/>	PHIL 300	Ethics	3
<input type="checkbox"/>	REL/TH 410	Christian Ethics	3
<input type="checkbox"/>	TH/SOC 470	Christian Social Concern*	3
<input type="checkbox"/>	REL 351	Christian Thought in American Culture	3
	<b>OR</b> REL/SOC 310	Religions of the World	3

Select two from the following:

<input type="checkbox"/>	REL/SOC 240	Introduction to Peace Studies	3
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<input type="checkbox"/> HCA 352	Society, Health Care, and Bioethics	3
<input type="checkbox"/> URB 312	Urban Housing and Development	3
<input type="checkbox"/> URB 390	Poverty in the Urban Context	3
<input type="checkbox"/> HUM 210	Humanities Colloquy: Science in Society	3
<b>OR</b> HUM 211	Humanities Colloquy: War and Peace	3
<b>OR</b> HUM 212	Humanities Colloquy: Earthkeeping	3
<b>OR</b> HUM 213	Humanities Colloquy: Politics and People of the Book	3

*(HUM courses may not be double counted for the minor and Core Studies)*

*CM majors must substitute another course approved by the advisor.*

### **YOUTH MINISTRY Minor**

24 credits: 12 credits in residence, 12 credits upper division. Required:

<input type="checkbox"/> CM 211	Ministry Field Education in an Urban Context I*	3
<b>OR</b> CM 212	Ministry Field Education in an Urban Context II*	3
<input type="checkbox"/> MIS 240	Introducing Cross-Cultural Ministry*	3
<input type="checkbox"/> HD 312	Mid-Child to Adolescent Development	3

*Select six credits from the following:*

<input type="checkbox"/> BI 250	Life and Teachings of Jesus	3
<input type="checkbox"/> BI 260	Life and Teachings of Paul	3
<input type="checkbox"/> BI 310	Studying the Old Testament*	3
<input type="checkbox"/> BI 320	Studying the New Testament*	3
<input type="checkbox"/> MIS 410	Biblical Theology of Missions	3

*Select three credits from the following:*

<input type="checkbox"/> TH 400	Christian Theology*	3
<input type="checkbox"/> REL/TH 410	Christian Ethics	3
<input type="checkbox"/> TH/SOC 470	Christian Social Concern*	3

*Select six credits from the following:*

<input type="checkbox"/> PM 345	Proclaiming God's Word*	3
<input type="checkbox"/> EDPSY 420	Learning Theory	3
<input type="checkbox"/> HD/HHK 320	Human Sexuality	3
<input type="checkbox"/> PSY 340	Emotional First Aid	1
<input type="checkbox"/> PSY 440	Stress, Crisis, Trauma, and Coping	2
<input type="checkbox"/> SS/COMM 200	Interpersonal Communications	2
<input type="checkbox"/> URB/SS 403	Grant Writing & Fundraising	3

*\*CM majors must substitute another course approved by the advisor.*

## **DEPARTMENT OF SOCIAL SCIENCE**

*The mission of the Social Science Department is to equip students to be knowledgeable in their field(s) of study; congruent in their integrity between professional preparation and personal lives; skilled in their areas of concentration; and integrated in their approach to faith and their discipline.*

**Courses of Study:** Educational Psychology, Human Development, Family Studies, Political Science,

Psychology, Sociology, Social Work, Social Science, Urban Studies

**Majors:** Developmental Psychology, Human Development, Human Development and Family Studies, Psychology, Social Science, Social Work

**Minors:** Human Development, Peace Studies, Political Science, Psychology, Sociology, Trauma Intervention, Urban Studies

**Associate of Science:** Social Science

**Major/Minor Statute of Limitations:** Courses must have been completed within five years

**Duplication of Credit:** Up to six credits may be duplicated between major(s) and minor(s)

**Requirements for Majors:** Checklists for majors are available from the appropriate subject matter advisor.

### **B.S. in DEVELOPMENTAL PSYCHOLOGY Major Requirements**

*This is a pre-professional program designed around an interdisciplinary major with study in life-span human development, life sciences and psychology. The focus of the major is the physical and psychological development of the individual from conception to death. Theoretical study will concentrate on psychological functions of cognition, emotion, perception, social, moral and spiritual development and physiological processes relating to behavior. Students completing the major will be strongly encouraged to pursue graduate study in a variety of areas including: psychology (clinical, developmental, school, health, research); medicine and related health areas; and human services (delivery systems, health care policy formation, agency administration.) When coupled with appropriate studies in the area of religion, students may qualify for admission to seminaries.*

Prerequisites: PSY 140/141, BIO 221, 222

45 credits: 21 credits in residence, 27 credits upper division. Required:

<input type="checkbox"/>	HD 311	Prenatal through Early Childhood	3
<input type="checkbox"/>	HD 312	Mid-Child through Adolescent	3
<input type="checkbox"/>	HD 313	Adult, Aging and Dying	3
<input type="checkbox"/>	PSY 300	Neuroscience and Behavior	4
<input type="checkbox"/>	PSY 314	Abnormal Psychology	3
<input type="checkbox"/>	PSY 401	History and Systems of Psychology	3
<input type="checkbox"/>	PSY 402	Personality Theory	3
<input type="checkbox"/>	BIO 250	Genetics	3
<input type="checkbox"/>	BIO 420	Mammalian Physiology	4
<input type="checkbox"/>	BIO 421	Elements of Gross Anatomy	4
<input type="checkbox"/>	MA 342	Statistical Methods	4
<input type="checkbox"/>	PHS 211	General Chemistry I	4
<input type="checkbox"/>	PHS 212	General Chemistry II	4

Upon successful completion of the major in Developmental Psychology, graduates will be able to:

- Articulate the major concepts, theoretical perspectives, and research findings within developmental psychology in an interdisciplinary context.
  - Across the human life span
  - A biological context of human behavior through anatomy and physiology, neuroscience, and chemistry and using the laboratory setting.
    - Theory and research representing each of the following general domains:
      - Learning, cognition, and developmental changes across the life span.
      - Biological bases of behavior and mental processes, including physiology, sensation, perception, comparative, motivation, and emotion.
- Locate and use relevant databases, research, and theory to plan, conduct, and interpret results of research studies.
- Follow the APA Code of Ethics in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research.

- Exhibit effective oral communication skills in various formats such as group discussion, debate, and lecture.
- Demonstrate effective writing skills in various formats such as, essays, correspondence, and technical papers.

### **B.S. in HUMAN DEVELOPMENT Major Requirements**

*Studies in this major provide a background in human development. Students are prepared for a variety of vocational opportunities in human services and church ministry as well as studies in graduate programs within the social sciences. This major can be designed to fit the particular goals of the student.*

Prerequisite: PSY 140/141

30 credits: 15 credits in residence, 18 credits upper division. Required:

<input type="checkbox"/> HD 311	Prenatal through Early Childhood	3
<input type="checkbox"/> HD 312	Mid-Child through Adolescent	3
<input type="checkbox"/> HD 313	Adult Development, Aging and Dying	3
<input type="checkbox"/> EDPSY 420	Learning Theory	3
<input type="checkbox"/> SS 393	Research Methods and Applied Statistics	4
<input type="checkbox"/> Elective credits chosen with advisor		14

*(choose from courses listed on the Human Development major checklist)*

Upon successful completion of the major in Human Developmental, graduates will be able to:

- Articulate the major theories of development.
- Equally substantiate through research data two opposing positions on a contended issue in the field.
- Compare favorably in job performance with other entry-level employees in positions applying human development training.
- Synthesize concepts learned into a holistic view of persons and their interacting systems
- Perceive the presentation of a Christian ethos in the implementation of their coursework.
- Demonstrate knowledge of the developmental theorists and the normal development course of prenatal, infant, early childhood, mid-childhood, adolescent and adult developmental periods.
- Carry out “hands on” learning and contextual networking in the field of human development.
- Exhibit information literacy by applying appropriate internet and library resources in the development of research papers and presentations.

### **B.S. in HUMAN DEVELOPMENT AND FAMILY STUDIES**

#### **Major Requirements**

*Completion of the major prepares the student for work in a variety of human service settings. These include: youth services organizations, parent education programs, allied health care settings, juvenile and adult corrections, family and community services, long-term care facilities, and church and military family life programs. Graduates are also well prepared to pursue an advanced degree in the behavioral and social sciences, marital and family therapy studies, human development or other professional programs, leading to teaching, counseling, research or administrative positions in social service, government, education or church settings.*

*The Human Development and Family Studies graduate is also qualified to receive provisional certification in Family Life Education from the National Council on Family Relations. (See page 203.)*

Specified Core Courses: PSY 140/141, SOC 140.

41-42 credits: 15 credits in residence, 26 credits upper division. Required:

**Major Core:**

<input type="checkbox"/> HD 311	Prenatal/Early Childhood Development	3
<input type="checkbox"/> HD 312	Mid-Child/Adolescent Development	3
<input type="checkbox"/> HD 313	Adult Development, Aging and Dying	3
<input type="checkbox"/> HD 320	Human Sexuality	3
<input type="checkbox"/> SS 393	Research Methods and Applied Statistics	4

**Family Studies Courses:**

<input type="checkbox"/> SS/COMM 200	Interpersonal Communication	2
<input type="checkbox"/> EDPSY 420	Learning Theory	3
<input type="checkbox"/> EDPSY 320	Family Life Education Methodology	2
<input type="checkbox"/> HD 314	Parenting Through the Life Cycle	3
<input type="checkbox"/> REL/SOC 310	Religions of the World	3
<input type="checkbox"/> SOC 280	Marriage and Family	2
<input type="checkbox"/> SOC/PS 345	Social Problems and Public Policy	
<i>OR</i> SW 482	Child Welfare	2-3
<input type="checkbox"/> SOC 380	Contemporary Family Issues	3
<input type="checkbox"/> SW 480	Family Resource Management	2
<input type="checkbox"/> PSY 392	Junior Internship	
<i>OR</i> PSY 492	Senior Internship	3

Upon successful completion of the major in Human Development and Family Studies, graduates will be able to:

- Practice respect for diversity in socio-cultural arenas.
- Exemplify sensitivity to the feelings of others.
- Articulate an understanding of family dynamics.
- Prioritize family process over family structure.
- Apply developmental theories as they analyze people throughout the life cycle.
- Plan and implement a family life education class.
- Identify and access community and national resources available to parents.
- Exhibit knowledge and skills that will equip them to be effective family life educators.
- Personify integration of their personal faith and values around the topic of human sexuality.
- Defend systemic definitions of marriage and family.
- Utilize knowledge of and experience with concepts of the family in its public and private functions.
- Propose the implications of ethical challenges for the field of family life education.
- Demonstrate information literacy by applying appropriate internet and library resources in the development of family life presentations.
- Discuss the complexities of national origin, ethnicity, gender, sexual orientation, disabilities, and cultural relations and how these social divides challenge people as they seek to live and work respectfully with all persons.



## B.S. in PSYCHOLOGY Major Requirements

*This major provides an opportunity to study the development of the individual in relation to his/her mental processes, emotions, and cognitions. The emphasis of this psychological development will be located within the context of the individual's larger social environment to include the family, the neighborhood and larger cultural influences. This focus of psychological processes and human behavior within the social environment will be addressed across the person's lifespan. The possible impact of these systems on the development of the individual's personality and identity will be addressed.*

Prerequisites: PSY 140, PSY 141

39-40 credits: 21 credits in residence, 24 credits upper division. No more than 6 of the credits may be used to satisfy core requirements, major requirements, or other minor requirements. Required:

<input type="checkbox"/> EDPSY 420	Learning Theory	3
<input type="checkbox"/> HD 311	Prenatal through Early Childhood	3
<input type="checkbox"/> HD 312	Mid-Child through Adolescent	3
<input type="checkbox"/> HD 313	Adult Development, Aging, and Dying	3
<input type="checkbox"/> HD/HHK 320	Human Sexuality	3
<input type="checkbox"/> PSY 314	Abnormal Psychology	3
<input type="checkbox"/> PSY 401	History and Systems	3
<input type="checkbox"/> PSY 402	Personality Theory	3
<input type="checkbox"/> PSY/REL 411	Psychology of Religion	3
<input type="checkbox"/> PSY 416	Psychological Testing/Assessment	3
<input type="checkbox"/> PSY 430	Counseling Theory	3
<input type="checkbox"/> SS 393	Research Methods and Applied Statistics	4

*Select one of the following courses:*

<input type="checkbox"/> PSY/BUS 321	Organizational Behavior	3
<input type="checkbox"/> SW 379/479	Selected Topics	2
<input type="checkbox"/> SW 481	Family Violence Across the Lifespan	2
<input type="checkbox"/> SW 482	Child Welfare	2

Upon successful completion of the major in Psychology, graduates will be able to:

- Articulate the major concepts, theoretical perspectives, research findings and historical trends in psychology.
- Apply basic research methods in psychology.
- Implement critical thinking skills to identify and solve problems related to mental processes and behavior.
- Weigh evidence, tolerate ambiguity, and act ethically as they implement their knowledge and skills in the field of psychology.
- Demonstrate oral communication skills effectively in various formats such as group discussion, debate, and lecture for various purposes such as informing, defending, explaining, and persuading.
- Exhibit professional writing conventions.
- Locate and use relevant databases, research, and theory to plan, conduct, and interpret results of research studies.

## B.S. in SOCIAL SCIENCE Major Requirements

*Studies provide opportunity for students in a variety of occupational settings in social services, law, government, law enforcement, and education. Students are also prepared for graduate study.*

40 - 42 credits: 18 credits in residence, 27 credits upper division. Required:

<input type="checkbox"/>	PSY 140/141	General Psychology	3
<input type="checkbox"/>	PS 140	Introduction to Politics and American Government	3
<input type="checkbox"/>	SOC 140	Principles of Sociology	3
<input type="checkbox"/>	EC 203	Economics	3
<input type="checkbox"/>	SS 393	Research Methods and Applied Statistics	
	<b>OR</b> EDPSY 395	Observation, Assessment and Evaluation	3-4
<i>Choose one from the following courses:</i>			
<input type="checkbox"/>	SS 355	Issues in International Relations	3
<input type="checkbox"/>	SOC 340	Ethnic Relations	3
<input type="checkbox"/>	SOC 345	Social Problems and Public Policy	3
<input type="checkbox"/>	SOC/TH 470	Christian Social Concern	3
<input type="checkbox"/>	SOC 380	Contemporary Family Issues	3
<input type="checkbox"/>	Electives in HIS, EC, PSY, PS, SOC, SS, SW, HD, URB		22-23
(may include up to 10 credits duplicated with Business Administration major, chosen with advisor)			

Upon successful completion of the major in Social Science, graduates will be able to:

- Articulate principles of individual human behavior and their subsequent impact on social organization, cultural patterns and social institutions.
- Explain the process(es) of quantitative and qualitative research approaches in the formation of public policy, nationally as well as internationally.
- Analyze the relationship(s) between individual economic units, overall economic principles, and the various institutions and issues of government.
- Describe the basic concepts, theories, models, and vocabulary necessary to understand social science.
- Critically evaluate social science research, integrating the following: scientific method, various research designs, and the construction of researchable questions.
- Experience “hands on” learning and contextual networking the field of social science.
- Identify the major issues of the field of social science and observe how these influence both self and others.
- Analyze differences between structures and practices of various world views as they relate to social science.
- Explore the implications of ethical challenges for their discipline.
- Demonstrate information literacy by applying appropriate internet and library resources in the development of research papers and presentations.
- Discuss the complexities of national origin, ethnicity, gender, sexual orientation, disabilities, and cultural relations and how these social divides challenge people as they seek to live and work respectfully with all persons.
- Synthesize concepts learned into a holistic view of persons and their interacting systems.

## TEACHER LICENSURE, SOCIAL STUDIES

*Program checklists are available in the Teacher Education office. Students wishing to pursue teaching licensure in Social Studies may apply to the Master of Arts in Teaching program (see page 113).*

## B.S. in SOCIAL WORK Major Requirements

*The mission of the Social Work Program is to “equip students for ethical and competent generalist practice based on a liberal arts education within the context of a Christ-centered, urban, and diverse community to positively impact the world”.*

*The goals of the WPC Social Work Program are that it will provide graduates to the community, region, and beyond who:*

1. *demonstrate mastery of the knowledge, theory, and historical context of the profession of social work within a liberal arts base to be able to consider a myriad of social problems and act to prevent or intervene;*
2. *Integrate this interdisciplinary knowledge with the values and ethics of social work to focus on promoting justice and common good;*
3. *consistently show strengths-based practice behaviors and skills that are congruent with ethical, competent, and creative practice; and*
4. *apply the knowledge values and skills of social work to multi-level systems to enhance quality of life and instill hope for the future.*

Prerequisites: PSY 140, SOC 140

52 credits: 26 in residence, 35 upper division. Required:

<input type="checkbox"/> BIO 121	Introduction to Anatomy and Physiology	4
<input type="checkbox"/> SW 200	Exploring Social Work	3
<input type="checkbox"/> HD 311	Prenatal through Early Childhood Development	3
<input type="checkbox"/> HD 312	Mid-child through Adolescent Development	3
<input type="checkbox"/> HD 313	Adult Development, Aging and Dying	3
<input type="checkbox"/> HIS/SOC 340	Ethnic Relations in America	3
<input type="checkbox"/> PS/SOC 345	Social Problems and Public Policy	3
<input type="checkbox"/> SS 393	Research Methods and Applied Statistic	4
<input type="checkbox"/> SW 380	Practice I: Individuals	4
<input type="checkbox"/> SW 385	Practice II: Families and Groups	4
<input type="checkbox"/> SW 390	Practice III: Organization	4
<input type="checkbox"/> SW 491	Field Practicum I	5
<input type="checkbox"/> SW 492	Field Practicum II	5
<input type="checkbox"/> SW 495	Field Practicum Seminar	2
<input type="checkbox"/> SW 496	Field Practicum Seminar	2

Upon successful completion of the Social Work Major, graduates will be able to demonstrate behaviors that show competence in the following:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.

**Requirements for Minors:** Checklists for the minors are available from the appropriate subject matter advisor. Six credits from courses in the major may be used for completion of a minor.

### **HUMAN DEVELOPMENT Minor**

Prerequisite: PSY 140/141

15 credits: 10 credits in residence, 9 credits upper division. Required:

<input type="checkbox"/>	HD 311	Prenatal through Early Childhood	3
<input type="checkbox"/>	HD 312	Mid-Child through Adolescent	3
<input type="checkbox"/>	HD 313	Adult Development, Aging and Dying	3
<input type="checkbox"/>	HD 320	Human Sexuality	3
<input type="checkbox"/>	Approved elective		3

### **PEACE STUDIES Minor**

*The Peace Studies minor is an interdisciplinary field of study embedded in the Christian tradition of social justice and nonviolence. The curriculum addresses the problems of social oppression, violence, and war in the context of the challenges associated with implementing nonviolent conflict resolution in the quest for a peaceful world.*

19-21 credits: 12 credits in residence, 12 credits upper division. No more than 6 of the credits may be used to satisfy Core Studies, major or other minor requirements. Required:

<input type="checkbox"/>	REL/SOC 240	Introduction to Peace Studies	3
<input type="checkbox"/>	HUM 211	War and Peace	3
<input type="checkbox"/>	SS 351	Cultural Anthropology	3
<input type="checkbox"/>	PSY 392/492	Internship	3
<input type="checkbox"/>	PHIL 300	Introduction to Ethics	
	<b>OR</b> PS/SOC 345	Social Problems and Public Policy	
	<b>OR</b> REL/SOC 310	Religions of the World	
	<b>OR</b> TH/SOC 470	Christian Social Concern	
	<b>OR</b> SW 481	Family Violence across the Lifespan	2-3

Students choose either a Micro Level focus or a Macro Level analysis within the minor.

#### **Micro Level focus:**

<input type="checkbox"/>	SS/COMM 200	Interpersonal Communication	2
<input type="checkbox"/>	SS 380	Conflict: From Theory to Action	3

#### **Macro Level analysis:**

<input type="checkbox"/>	COMM 300	Communication Theory	3
<input type="checkbox"/>	PS/SOC/SS 355	International Relations	3

### **POLITICAL SCIENCE Minor**

15 credits: 10 credits in residence, 9 credits upper division. Required:

<input type="checkbox"/>	PS 140	American Government	3
<input type="checkbox"/>	PS 201	Intro to Law and Constitution	2
<input type="checkbox"/>	PS 315	Governing States and Communities	3
<input type="checkbox"/>	PS 355	International Relations	3
<input type="checkbox"/>	Approved electives		4

### **PSYCHOLOGY Minor**

Prerequisite: PSY 140/141

15 credits: 10 credits in residence, 9 credits upper division. Required:

<input type="checkbox"/>	PSY 416	Educational and Psychological Testing and Assessment	3
<input type="checkbox"/>	PSY 314	Abnormal Psychology	3
<input type="checkbox"/>	PSY 401	History and Systems of Psychology	3

<input type="checkbox"/>	PSY 402	Personality Theory	3
<input type="checkbox"/>	PSY 430	Counseling Theory and Techniques	3

### **SOCIOLOGY Minor**

15 credits: 10 credits in residence, 9 credits upper division. Required:

<input type="checkbox"/>	SOC 140	Principles of Sociology	3
<input type="checkbox"/>	SS 351	Cultural Anthropology	3
<input type="checkbox"/>	SOC 340	Ethnic Relations	3
<input type="checkbox"/>	SOC 345	Social Problems and Public Policy	3
<input type="checkbox"/>	Approved elective		3

### **TRAUMA INTERVENTION Minor**

*The Trauma Intervention minor equips not only Social Science majors but also Religion and Christian Ministries majors and Health and Human Kinetics majors in meeting the emotional needs of others in crisis.*

Prerequisite: PSY 140/141

20 credits: 15 credits in residence, 12 credits upper division. Required:

<input type="checkbox"/>	SS/COMM 200	Interpersonal Communications	2
<input type="checkbox"/>	SW 481	Family Violence Across the Life Span	2
<input type="checkbox"/>	PSY 314	Abnormal Psychology	3
<input type="checkbox"/>	PSY 340	Emotional First Aid Seminar	1
<input type="checkbox"/>	PSY 341	Trauma Intervention Program Training	4
<input type="checkbox"/>	PSY 430	Counseling Theory	3
<input type="checkbox"/>	PSY 440	Stress, Crisis, Trauma, and Coping	2
<input type="checkbox"/>	PSY 392/492	Internship	3

### **URBAN STUDIES Minor**

Prerequisite: SOC 140

18 credits: 9 credits in residence, 12 credits upper division. Required:

<input type="checkbox"/>	URB 140	Introduction to the City	3
<input type="checkbox"/>	SOC/HIS 340	Ethnic Relations in America	3
<input type="checkbox"/>	SOC/URB 360	Urban Sociology	3
<input type="checkbox"/>	SOC/URB 390	Poverty in the Urban Context	3

*Select 6 credits from:*

<input type="checkbox"/>	BIO 216	Urban Ecology and Ecosystem Services	4
<input type="checkbox"/>	PS/SOC 345	Social Problems and Public Policy	3
<input type="checkbox"/>	URB/FA 235	The City and the Arts	3
<input type="checkbox"/>	URB/EN 245/345	Urban Literature	3
<input type="checkbox"/>	SE 311	Entrepreneurial Leadership within an Urban Context	3
<input type="checkbox"/>	URB/HIS 370	History of the American City	3
<input type="checkbox"/>	<b>OR</b> PS/SOC/SS 355	International Relations	3
<input type="checkbox"/>	URB/SS 403	Grant Writing and Fundraising	3

**Requirements for Associate Degree:** The Social Science Department offers one associate degree. A checklist with the specific requirements is available from the appropriate subject matter advisor.

## A.S. in SOCIAL SCIENCE

*This program provides a foundation in the liberal arts intended to give direction to students whose goals do not require a four-year college degree. Studies do, however, prepare students to complete four-year degrees or transfer to programs of study that have a more technical or vocational direction.*

65 credits: 30 credits in residence. Required:

<input type="checkbox"/>	EN 101	College Composition	3
<input type="checkbox"/>	EN 200	Advanced Composition	3
<input type="checkbox"/>	Literature elective		3
<input type="checkbox"/>	BI 151	The Bible as Literature	3
<input type="checkbox"/>	HHK 150	Personal Health	2
<input type="checkbox"/>	EC 203	Economics	3
<input type="checkbox"/>	PSY 140/141	General Psychology	3
<input type="checkbox"/>	PS 140	American Government	3
<input type="checkbox"/>	SOC 140	Principles of Sociology	3
<input type="checkbox"/>	Religion elective		3
<input type="checkbox"/>	Communications elective		2-3
<input type="checkbox"/>	Lab Science elective		4
<input type="checkbox"/>	Mathematics elective		3
<input type="checkbox"/>	Political Science elective		3
<input type="checkbox"/>	Fine Arts elective		2-3
<input type="checkbox"/>	Physical Education elective		1
<input type="checkbox"/>	Economics elective		2
<input type="checkbox"/>	History electives		6
<input type="checkbox"/>	Social Science electives (chosen in consultation with advisor)		13

# Graduate Procedures, Standards and Programs

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.

## **CONFIDENTIALITY OF STUDENT RECORDS**

Warner Pacific College adheres to a policy of protecting students' rights to restrict release of personal information within their college records. All student academic files, supporting documents, and other records shall be maintained by Warner Pacific College staff employed for that purpose. The Registrar maintains transcripts of educational records, containing information only about academic status, in the Records Office in Egtvedt Hall. Every student is guaranteed access to his or her records. 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 and administrative officers shall be for internal educational purposes, routine administrative and statistical purposes or legitimate inquiries made by instructors to guide the student in a specific academic area. Information from a student's record 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.

Students who have questions about their grade records or any of the registration procedures may inquire at the Records Office. To maintain confidentiality of student records, only authorized persons presenting identification may review students' files.

## **DIRECTORY INFORMATION**

The college considers the following items to be student directory information and may be released to anyone upon request: name, campus email address, date of birth, photograph, status as fulltime or part-time, major field of study, participation in recognized activities and sports, dates of attendance, degrees and awards received, educational institutions previously attended, hometown and current city of residence. Height and weight of student athletes may be released for appropriate purposes.

Students who do not wish to have directory information released by the college must file that request in the Records Office and must re-file the request annually.

## **STATUTE OF LIMITATIONS**

Courses older than ten years are not acceptable to satisfy the Religion and Christian Ministries graduate program requirements. Courses older than five years are not acceptable to satisfy the Master of Arts in Teaching program requirements.

## **STATEMENT OF COMPLIANCE**

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

## TRANSFER CREDITS

### ACCREDITED COLLEGES AND UNIVERSITIES

Warner Pacific evaluates credits from regionally accredited colleges and universities for applicability toward graduate degree and program requirements. Courses from regionally accredited institutions in which the student earned a grade of “B” or higher, may be evaluated by faculty for use in graduate degree requirements. No more than nine (9) semester credits may be accepted in transfer for the RCM programs; six (6) semester credits may be accepted in transfer for the MAT program.

In cases where the credit is being transferred from institutions operating on the quarter system, the formula used is: 1 quarter credit = .67 semester credits.

### FOREIGN INSTITUTIONS

Credit earned at a foreign institution may be submitted for evaluation at the time of transfer. If the institution is listed in the ACE-published Accredited Institutions of Postsecondary Education, the credits will be evaluated as the college evaluates similar U.S. institutions. If the institution is not listed in the ACE guide, the student must provide acceptable documentation of its academic equivalency in the United States. Warner Pacific College advises the use of the following international credential evaluation service:

World Education Services, Inc. (WES)  
P.O. Box 745, Old Chelsea Station  
New York, NY 10113-0745  
Telephone: 212-966-6311  
Fax: 212-739-6100  
Web: [www.wes.org](http://www.wes.org)  
Email: [info@wes.org](mailto:info@wes.org)

## REGISTRATION PROCESS

### ACADEMIC ADVISING

All students are assigned a graduate academic advisor. The director of the student’s graduate program will serve as the student’s first advisor. The advisor’s responsibility is to assist the student to set, plan and reach his/her own personal educational goals. In order for a good advising relationship to function, each person involved needs to know what is expected. **THE FINAL RESPONSIBILITY FOR MEETING ALL ACADEMIC AND GRADUATION REQUIREMENTS RESTS WITH THE INDIVIDUAL STUDENT.**

To achieve educational goals, the student must take the initial responsibility for setting advising appointments, meeting with the advisor, and undertaking some long-range planning for the completion of studies. A minimum of six months prior to graduation, the student should file an Application for Graduation with the Registrar. Prior to the capstone or thesis class, another faculty advisor may be assigned to assist in completion of all requirements.

It is the responsibility of the advisor to meet with the student for the purpose of reviewing long-range plans, completing registration for the coming semester, reviewing the graduation application and, in general, advising the student with respect to the chosen degree and vocational plans.



## **CHANGE OF ADVISOR**

Faculty Advisors are assigned upon admission to the graduate degree program. Should a student wish to request an advisor other than the one assigned, Change of Academic Advisor forms are available in the Records Office.

## **REGISTRATION FOR CLASSES**

Formal Academic advising and registration for classes begin in the preceding semester. (See Academic Calendar on page 220) or the Warner Pacific College website).

## **CHANGES IN REGISTRATION**

Adherence to the printed schedule of dates regarding additions, drops and withdrawals is expected, since the dates have been established in light of teaching and learning needs and expectations. The academic calendar is published in the current catalog (see page 220).

## **WITHDRAWALS**

Withdrawal from a course must be initiated by the student by completing an Add/Drop form (available in the Records Office). A student may withdraw with no record on the transcript by the date indicated on the course syllabus (called a “drop”). After the drop date, a “W” will be entered on the student’s transcript.

A student withdrawing within the first week of the semester is required to have the signature of the advisor. If withdrawal occurs after the first week, signatures from both the advisor and the course instructor are required.

A student who fails to officially withdraw from a course but has not attended class sessions or submitted assignments will be assigned an “X” grade for transcript record.

## **ENROLLMENT**

### **ENROLLMENT STATUS**

A fulltime student is one who has met all entrance requirements and carries a minimum of six (6) graduate credits per semester. A part-time student is one who has met all entrance requirements and carries a minimum of three (3) graduate credits per semester. A non-degree seeking student is one who is enrolled in two or fewer semester credits and is not working on a degree. Non-degree seeking students who have accumulated nine (9) credits at Warner Pacific are required to complete the full application for admission process before registering for additional courses. The non-degree seeking student is subject to the current tuition and other academic charges. Such students are entitled to all privileges of the classes for which they are enrolled. (See “Tuition and Fees,” pages 14.) Only students accepted into the Master of Arts in Teaching program will be eligible to attend MAT classes.

### **ORIENTATION**

At the beginning of the Fall Semester, Warner offers an orientation course, CM 500 or REL 500, for new RCM graduate students. These orientations are also intended to inform the new students of various issues pertinent to the success of their studies. The first course in the MAT program, ED 551, Foundations of Education, serves as the orientation course for that program.

## AUDITING A COURSE

The purpose of an audit is to allow the student an opportunity to experience a particular discipline in an effort to make future degree/program decisions. Audited courses do not satisfy prerequisites for other courses. Only earned credits may count toward degree / program requirements or prerequisite fulfillment. A student may register for any course without credit by obtaining instructor consent and declaring that intention at the time of registration. A student may change a credit class to an audit no later than the last day to add classes. Admittance is contingent upon available space in the class. Audits may change to regular registration by paying the regular tuition, using the standard registration change procedures, and meeting the deadline of the last day to add classes.

Students electing to audit a Warner Pacific course must attend/participate (in) 75% of the classes for the audit to appear on the transcript; if the required attendance/participation level is not reached, the audit will be removed from the transcript, but no fees will be refunded.

## CREDIT FOR COURSES

Credit for study at Warner Pacific College is based on the amount of time a class meets per week for a semester. One hour of graduate credit per semester ordinarily represents four hours of the student's time each week: one hour in the class and three hours in outside preparation.

## REPETITION OF COURSES

When a course is repeated, only the highest grade is included in the computation of the total number of credit hours and GPA required for graduation. All courses will remain on the student's permanent record.

## GRADUATE COURSE NUMBERING SYSTEM

500-699	Graduate-level courses
505	Reserved for independent study courses in any subject area
579	Reserved for special topics in any subject area

## COURSES IDENTIFIED BY "X"

Courses which are identified by an "X" after the course number are classified as experimental courses. They may be used to satisfy requirements in appropriate categories.

## INTERNSHIPS, TEACHING AND FIELD EXPERIENCES

Internships are courses having number, title, units and outcomes stated in filed syllabi. College sponsored on-site coursework is supervised by site personnel identified by the college supervisor, site supervisor and student prior to commencement of the internship. International students are required by law to complete INS forms prior to beginning an internship. These forms are available in the Office of Enrollment Services.

Credit is assigned prior to the internship with regard to the length and breadth of exposure necessary to successfully accomplish stated outcomes. Length/breadth/depth requirements for each internship course are identified by the academic department and documented in department files.

A **Field Experience** or **Practicum** is an introductory exposure to a professional environment a few hours per week. Student involvement may range from observation to directed participation in assigned components of the working environment. In a field

experience, the student is not responsible for any development or change in the clients of the school, agency, etc.

## **INDEPENDENT, TUTORIAL AND DIRECTED STUDIES**

An Independent Study is a particular course that is designed specifically for an individual student. The conditions under which an Independent Study may occur are listed below:

1. Such study is intended to allow students to explore academic areas of special interest not ordinarily provided by the existing curriculum.
2. Independent Study is carried out under the guidance of a qualified member of the faculty and must include regular contact with the faculty member.
3. Independent Study must have prior approval of the Program Director.
4. Independent Study is not available to students who are not regularly enrolled students of a graduate program.
5. No more than nine (9) credits of Independent Study may count toward graduation. In unusual cases, students who do not meet these criteria may be permitted to undertake Independent Study providing that the appropriate instructor submits, along with the student's petition, a letter which, in the judgment of the Program Director, adequately justifies the proposed study.

A completed Graduate Tutorial/Independent Study form (available in the Records Office) must be filed as part of the registration process. A per credit fee may be assessed for Independent Studies. The fee is in addition to tuition and any applicable class fees (see page 14).

In Tutorial Study, students may register for an approved Warner course either at a time other than normally scheduled or when fewer than the minimum number of required students have enrolled for a regularly scheduled course. Tutorial Study will be approved only in instances where the course is required for student's degree program and circumstances prevent the student from enrolling in the course at the next regularly scheduled time.

A completed Tutorial/Independent Study form (available in the Records Office) must be filed as part of the registration process. A per credit fee may be assessed for Tutorials. The fee is in addition to tuition and any applicable class fees (see page 14).

Directed Study is an existing course that has been redesigned and adapted for one-on-one study. It may be taken by one or more students. Directed Study is indicated as such on the regular class schedule and therefore does not require a request form or additional fees.

## **DISHONESTY AND PLAGIARISM**

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

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

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

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

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

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

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

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

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

## **ASSESSMENT AND EXAMINATION POLICIES**

### **FINAL ASSESSMENT**

All graduate courses will include final examination or assessment. Requests to reschedule a final exam for a time other than the scheduled time require the student to pay a special exam fee (see page 14). Travel and other arrangements must be planned ahead in accordance with the schedule, since exemptions due to travel arrangements will not be granted.

### **MAKE UP EXAMINATIONS**

In cases where the request is granted, the student must pay a special exam fee (see "Tuition, Fees and Expenses," page 14). A request for waiver of the fee must be made to the Chief Academic Officer and must include reasons for the request.

# ACADEMIC PERFORMANCE

## CLASS ATTENDANCE

Missing more than two class sessions of a three credit (eight week) course will result in failure of the class. Specific attendance expectations and policies are described in each course syllabus. Students with significant extenuating circumstances may petition the graduate program director for a waiver of this policy.

## COURSE LOAD

Students who expect to complete degree requirements according to the program calendar must remain in the Community of Scholars or cohort of a graduate program. Cohort study relies upon participation of all members throughout the course of study. It is to the advantage of the individual student, and to the cohort as a whole, to maintain the integrity of the cohort throughout the entire degree program.

Courses taken concurrently at another institution, by correspondence, by extension, as well as non-credit courses, count as part of the academic load and should be discussed with the student's advisor to assure transferability.

## GRADING AND GRADE POINTS

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

A	Superior	4 grade points
B	Excellent	3 grade points
C	Satisfactory/Average	2 grade points
D	Minimum Competence	1 grade point
F	Failure	0 grade points
P	Pass	
P+	Pass with Distinction	
NP	No Pass	
I	Incomplete	
IP	In Progress	
R	Registrar received no grade	
W	Withdraw	
X	No Basis for Grade	
AU	Audit	

Plus or minus grades may be specified on the transcript but will not affect calculation of the grade point average.

## INCOMPLETE GRADES

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

The "I" may be granted only after a completed and approved Request for Incomplete form has been filed in the Records Office. Incompletes must be filed before the last session of a class begins. An Incomplete must be completed within 12 weeks of the end of the course. If the incomplete work is not completed within the stated timeframe, the instructor will change the "I" to an "F."

## IN PROGRESS GRADES

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

## PASS/NO PASS POLICY

Graduate courses at Warner Pacific College may be taken for a Pass/No Pass (P/NP) under the following stipulations:

- To earn a “P” the student must complete the requirements of the course with at least the equivalent of a “B” letter grade.
- Only courses designated as P/NP in the degree Course of Study may be taken as Pass/No Pass.
- Once the P/NP option has been elected, it is not possible to request a letter grade at a later date.
- Any exceptions to the above policy must be approved by the Graduate Committee.

## GRADE CHANGES

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 within one semester following the issued grade. The instructor will submit the grade change to the Registrar. The instructor who assigned the grade should be involved in any appeal procedure concerning grade changes.

## STATUTE OF LIMITATION FOR DEGREE COMPLETION

Graduate students in RCM programs have six years to complete all academic work for the degrees. The MAT is a cohort-based program in which students are expected to complete program requirements in the prescribed eight month period; in cases where a stop-out is necessary, the student may join the next cohort of MAT students in the following academic year. MAT coursework must be completed within two years of beginning the program. If a student is unable to finish the program in the time allotted, the student must reapply for admission, at which time all previously earned credits will be re-evaluated for current relevance.

## ACADEMIC APPEALS AND PETITIONS

Occasionally it may be necessary to institute a petition for a waiver of established policies and procedures, or an appeal for a redress of grievances. Written appeals of policy are processed through the Records Office. Academic appeals fall into two general categories: 1) appeals of grades, or 2) petitions regarding application of specific policies.

### Grade Appeals

Resolution of grade appeals is handled at the lowest possible level. The student must discuss the situation with the professor involved. Should discussion with the professor not resolve the issue and the student decide to appeal further, the following procedure must be followed:

1. A written statement describing the situation is submitted to the appropriate Program Director.
2. The Program Director will meet with both the student and the professor to resolve the issue. Should the issue not be resolved at this level and the student or the professor wish to appeal further, step 3 is followed.
3. The student or the professor files a grade appeal with the Chief Academic Officer. The Chief Academic Officer will request pertinent information from all parties involved and make a recommendation for resolution. Should the issue remain unresolved, the student or the professor may appeal to the Graduate Committee (step 4).
4. A petition in writing is submitted by the student or professor to the Graduate Committee. The petition will describe the issue involved and the steps taken toward resolution. The Committee will request appropriate documents from the parties involved in steps 1-3. The Committee will hold a hearing on the petition. Parties to the dispute will be granted an opportunity to present their cases and to questioning. After receiving such evidence, the Committee will render a decision. The decision of the Committee is final. No further avenue of appeal is available. The decision of the Committee will be in writing and will remain on file in the office of the Chief Academic Officer and in the student's academic file.

### **Petitions Regarding Application of Academic Policy**

Petitions relating to academic concerns must be in writing. All petitions must include the signature of the student's advisor. This signature does not necessarily mean that the advisor agrees with or supports the petition, but that the advisor is aware of the petitioner's request. Petitions are submitted to the Registrar. Typical petitions include: waiver of requirements, acceptance of transfer credits, etc.

### **Continuing Enrollment**

A graduate student must maintain a cumulative GPA of 3.0 to maintain Regular Student status. If a graduate student's cumulative GPA falls below 3.0, the graduate student will be placed on Academic Probation until the GPA returns to at least 3.0. If a graduate student is on Academic Probation for three consecutive courses (in a cohort-based program), or two consecutive semesters, the student is subject to dismissal.

## **GENERAL GRADUATION REQUIREMENTS**

### **MASTER OF ARTS IN BIBLICAL AND THEOLOGICAL STUDIES**

In order to graduate from Warner Pacific College, an MA in Biblical and Theological Studies student must accomplish the following:

- Complete the total number of hours required for the degree (42 credits, 30 credit hours in residence).
- Complete all coursework with a minimum cumulative GPA of 3.0. No course grade less than a C- will be applied to the degree requirements.
- Successfully defend a Master thesis to a majority of the RCM faculty and one outside referee.
- Present three (3) error-free copies of the thesis to the Director of the RCM program.
- Be recommended by the Religion and Christian Ministries Department to the general faculty for approval.
- Pay all fees in full to the institution.

## MASTER OF ARTS IN TEACHING

In order to graduate from Warner Pacific College, a Master of Arts in Teaching student must accomplish the following:

- Complete a minimum of 35 credits.
- Complete the approved Master of Arts in Teaching program coursework.
- Achieve a minimum cumulative grade point average of 3.0 with no individual course grade lower than “C-” .
- Successfully complete a minimum of 15 weeks of student teaching with two work samples.
- Pay all fees in full to the institution.

## MASTER OF RELIGION

In order to graduate from Warner Pacific College, a Master of Religion student must accomplish the following:

- Complete the total number of credits required for the M.Rel degree (37 credits, 28 credits hours in residence).
- Complete all coursework with a minimum cumulative GPA of 2.5.
- Successfully defend a Master Thesis or Project to three RCM faculty and one outside referee.
- Attend and participate in a minimum of six graduate colloquium sessions.
- Be recommended by the Religion and Christian Ministries Department to the general faculty for approval.
- Pay all fees in full to the institution.

## APPLICATION FOR GRADUATION

When students are approximately nine credits from graduation they begin the application for graduation process with the assistance of the academic advisor. The Application for Graduation and Grad Check (available in the Records Office) must be filed with the Registrar no later than six months before the student intends to graduate (June 15 for the Mid-Winter Commencement, February 15 for the Summer Commencement, or November 15 for the Spring Commencement).

The registrar and academic advisor will review the Application for Graduation to ensure that all requirements for graduation will be met and to notify students in writing of deficiencies. Students must confirm the completion of degree requirements with their academic advisor.

The student will graduate under the requirements listed in the catalog in effect at the time of enrollment. Students who do not maintain continuous enrollment will graduate under the requirements listed in the catalog in effect at the time of re-entry. Students may elect to graduate under a more recent catalog than the one in use at the time of their entry but they must declare the new catalog in writing to the registrar, along with their advisor’s approval. The student is subject to ALL requirements of the catalog listed.

A graduation fee is charged to all graduates. This fee is mandatory. **STUDENTS WHO HAVE NOT MET ALL ACADEMIC REQUIREMENTS WILL NOT BE ALLOWED TO PARTICIPATE IN GRADUATION CEREMONIES.** (Students will not be allowed to “walk.”) All graduation requirements (including financial obligations to Warner) must be met **PRIOR** to graduation.



## GRADUATION CEREMONIES

Because graduation is the culmination of one's academic career and provides an opportunity for the recognition of academic achievement, all graduating students are encouraged to plan their schedules in order to participate in graduation ceremonies. Students who do not participate cannot expect to receive their diplomas before graduation ceremonies.

## EXITING THE COLLEGE

### LEAVE OF ABSENCE

Some students need or want to leave Warner for a time. This is referred to as "Leave of Absence." A leave of absence is defined as an interruption in attendance at Warner for a period of one semester for acceptable reasons. Re-entry to the college is automatic at the expiration of the leave period provided all other specified deadlines have been met. A student may request a leave of absence by filling out a Request for Leave of Absence form, which is available in the Office of Enrollment.

### EXIT INTERVIEW

Each student leaving Warner Pacific is required to file a Withdrawal form and have an Exit Interview with the Director of Enrollment Management. (The form is available from the Office of Enrollment.) Students who are exiting permanently must be cleared by each office listed on the form. An interview with a representative of the Student Financial Services is required for all exiting students. The completed exit form is then filed in the Records Office.

## PROGRAM REQUIREMENTS

### MASTER OF ARTS IN BIBLICAL AND THEOLOGICAL STUDY

*The Master of Arts in Biblical and Theological Studies MA-BTS is designed for the following individuals:*

- 1) *A student seeking further training in biblical and theological studies.*
- 2) *A student wanting to prepare for further graduate education in biblical or theological studies*
- 3) *A student who desires biblical and theological training on a night school schedule*

42 credits: 30 credit hours in residence. Required (not necessarily in this order):

Year	Semester	Course Number	Course Name	Credits
1st Year	Fall	REL 500	Methods	2
	Fall	BI 561	Hebrew and Old Testament Literature	4
	Fall	CM 531	Ministry in an Academic Context I	2
	Spring	CM 532	Ministry in an Academic Context II	2
	Spring	BI 562	Old Testament Exegesis and Hermeneutics	4
	2nd Year	Summer	BI 563	Greek and New Testament Literature
Fall		TH 520	Biblical Theology	4
Fall		TH 521	Historical Theology I	2
Spring		TH 522	Historical Theology II	2
Spring		BI 564	New Testament Exegesis and Hermeneutics	4

3rd Year	Summer	TH 523	Moral Theology	4
	Fall	CM 546	Communication in Ministry and Homiletics	4
	Fall	REL 571	Master Thesis	4
	Spring	REL 572	Thesis Extension	1-4

## MASTER OF ARTS IN TEACHING

*The Master of Arts in Teaching program for middle/high school licensure is designed for traditional students completing a bachelor degree at Warner Pacific College and wishing to pursue ML/HS and K-12 Licensure. Course and program requirements are dependent upon state teacher licensure rules (OAR 584). Teacher candidates must complete the requirements in effect at the time of licensure.*

*Students will begin the admission process during their junior year, completing all prerequisite courses, exams, and application materials prior to graduation. The MAT program begins in the May immediately following graduation and is completed by December. A graduate level Capstone paper is required, along with successful completion of 15 weeks of student teaching and two work samples.*

Prerequisites: HD 311, HD 312, EDPSY 420, ED 515(U), ED 535(U) and admission to the Teacher Education program (see Program Handbook for requirements). ED 515U and ED 535U apply as electives for the undergraduate degree, as well as fulfilling requirements in the M.A.T.

35 credits: 29 credits in residence. Required:

<input type="checkbox"/>	ED 551	Foundations of Education	1
<input type="checkbox"/>	ED 661	Educational Research	3
<input type="checkbox"/>	ED 535(U)	Curriculum Planning and Instruction	3
<input type="checkbox"/>	ED 515(U)	Classroom Management	3
<input type="checkbox"/>	ED 596	Assessment and Evaluation	3
<input type="checkbox"/>	ED 555	Urban Education and Diverse/Exceptional Learners	3
<input type="checkbox"/>	ED 575	Literacy in the Content Area	3
<input type="checkbox"/>	ED 576	Instructional Methods for the Middle and High School	3
<input type="checkbox"/>	ED 577	Education Trends in Middle and High School	3
<input type="checkbox"/>	ED 691	Student Teaching Ia with Seminar	3
<input type="checkbox"/>	ED 692	Student Teaching Ib with Seminar	4
<input type="checkbox"/>	ED 690	Student Teaching II with Seminar	3

NOTE: Oregon teacher licensure is dependent upon the graduate completing all Teacher Standards and Practices requirements in effect at the time of licensure application (OAR 584).

## MASTER OF RELIGION

The Master of Religion Program (M.Rel.) at Warner Pacific College is designed for the following individuals:

1. *A pastor seeking a renewal in ministry.*
2. *A student seeking further training in biblical studies, historical theology, Christian ethics, or ministry.*
3. *A professional needing educational advancement in one of our concentrations.*
4. *A student wanting to prepare for further graduate education.*

*The Program offers four concentrations: Biblical Studies, Theology, Pastoral Ministries, and Religion and Ethics. Students will be matched with an advisor in the RCM department who specializes in one of these four concentrations. If an advisor is not available in a particular concentration before coursework is completed, a student will need to select a concentration from the remaining concentrations. Students interested in other areas of concentration may apply to tailor the M.Rel. degree in conjunction with other Warner professors or one of two seminaries in the Portland area.*

*In addition to the four concentrations currently available, an M.Rel. student may apply to the program for an Independent Concentration. In such cases, core M.Rel. requirements are retained. An Independent Concentration requires 12 credits of concentrated study (six credits in residence) in a specific area of study that relates to religion. All projects and major papers from graduate level courses taught by adjunct graduate faculty must be available for review by the RCM Dept. These submissions must demonstrate significant content in the field of religion as defined by the RCM Dept.*

**Independent Concentration Application Procedure**

- 1. Submit written proposal for an Independent Concentration to the M.Rel. director.*
- 2. Submit written approval from any non-RCM professor who agrees to serve as Independent Concentration advisor. All Independent Concentration advisors must hold a terminal degree in their field of study. The RCM Department must authorize all Independent Concentration advisors.*
- 3. Complete the Independent Concentration application. This application will require a proposed course listing with complete course descriptions. Tentative syllabi of any proposed non-RCM courses are preferred. The RCM Department must approve all non-RCM instructors.*
- 4. The application must be reviewed and approved by the RCM department.*

37 credits; 28 credits in residence. Required:

<input type="checkbox"/> CM 500	Methods of Research in Religion and Ministry	1 credit
<input type="checkbox"/> Bible		6 credits
<input type="checkbox"/> Theology		6 credits
<input type="checkbox"/> Pastoral Ministries		6 credits
<input type="checkbox"/> Religion and Ethics		6 credits
<input type="checkbox"/> Electives		9 credits
<input type="checkbox"/> CM 571	Master Thesis or Project	3 credits

If a student is granted an “In Progress” grade at the end of CM 571, the student must register for CM572, Master Thesis Extension (1 credit) per semester until the student has completed the thesis. Failure to register in an extension course when the thesis has not been approved will be a termination of the program. The student must petition the Director of the Master of Religion Program for reinstatement. Earning an “In Progress” in CM 572 requires the student to enroll in the next extension course the following semester. Summer semesters do not require a thesis extension.

Four additional graduate degrees are available through the Adult Degree Program: Master of Science in Accounting (M.S.AC.), Master of Science in Management (M.S.M.), Master of Arts in Teaching (M.A.T.), and Master of Education (M.Ed) (see page 201).

## ART

(Fine Arts minor described on page 75.)

### ART 100

#### Basic Studio Art

(2 credits)

An exploration of basic, visual elements, including line, value, shape, texture, color, and their effect on particular visual situations from a theoretical and practical standpoint. Additional fees are charged for this class.

### ART 115/116

#### Calligraphy

(2, 2 credits)

A study and practice of the art of italic calligraphy and other letter forms. Designed to build skills in fine lettering, layout and design. Course is performance oriented and will culminate in a display of projects at the end of each semester. Available on a Pass/No Pass basis. May be repeated. Additional fees are charged for this class.

### ART 120

#### Introduction to Photography (Non-Darkroom)

(2 credits)

Introduction of compositional techniques used to enhance photographic subjects. Basic camera operation is also covered. Must own or have access to a 35mm film or digital camera, though some point-and-shoot cameras may be used. Additional Fees: Photo processing is at the expense of each student.

### ART 250/350

#### History of Art

(3 credits)

A study of the artistic and historical aspects of various art forms, especially painting, architecture, and sculpture. Emphasis is on visual aids, including museum field trip, architectural tour, slides, etc. Art projects will explore an idea of technique from each historical period or artistic movement. Prerequisite: EN 200

See also Fine Arts section (page 147).

## BIBLICAL STUDIES

(Minor described on page 90. Graduate degrees described on page 110.)

### 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. (This course does not meet the Literature requirement for core studies.)

**BI 230****Major Characters of the Old Testament****(3 credits)**

(Summer semester)

This course involves an in-depth examination of the major characters of the Old Testament, including their roles in history, relationships with God and each other, connections to the New Testament, and relevance for readers of the Bible today.

Prerequisite: BI 151.

**BI 250****Life and Teachings of Jesus****(3 credits)**

A study of the historical Jesus with emphasis upon the Synoptic Gospels. Designed to foster an appreciation of Jesus' significance for Christian thought and action.

Prerequisite: BI 151.

**BI 260****Life and Teachings of Paul****(3 credits)**

A biographical study of Paul as reflected in the Book of Acts and a careful examination of his letters. Designed to foster an appreciation and understanding of his works for today.

Prerequisite: BI 151.

**BI 310****Studying the Old Testament****(3 credits)**

(Alternate years 2015-2016)

A study of the books of the Old Testament with a focus on issues of authorship, cultural background, literary form, and content. Prerequisite: BI 151 or consent of the instructor.

**BI 315****Teaching the Old Testament****(3 credits)**

(Alternate years 2015-2016)

A study of the books of the Old Testament with a focus on interpretation and application of the meaning of the Old Testament within the context of contemporary culture.

Prerequisite: BI 151 or consent of the instructor.

**BI 320****Studying the New Testament****(3 credits)**

(Alternate years 2016-2017)

A study of the books of the New Testament with a focus on issues of authorship, cultural background, literary form, and content. Prerequisite: BI 151 or consent of the instructor.

**BI 325****Teaching the New Testament****(3 credits)**

(Alternate years 2016-2017)

A study of the books of the New Testament with a focus on interpretation and application of the meaning of the New Testament within the context of contemporary culture.

Prerequisite: BI 151 or consent of the instructor.

**BI 441****Biblical Hebrew****(3 credits)**

(Alternate years 2015-2016)

A study of the basic elements of the grammar and vocabulary of Old Testament Hebrew with attention given to the translation of selected passages from the Bible. Prerequisite: Junior class standing.

**BI 331****Interpreting the Bible****(3 credits)**

(Alternate years 2015-2016)

An introduction to methods and theologies of interpretation and exegesis. Prerequisites: BI 310, 320, or consent of instructor.

**BI 441****Biblical Hebrew****(3 credits)**

(Alternate years 2015-2016)

A study of the basic elements of the grammar and vocabulary of Old Testament Hebrew with attention given to the translation of selected passages from the Bible. Prerequisite: Junior class standing.

**BI 443****Biblical Greek****(3 credits)**

(Alternate years 2016-2017)

A study of the basic elements of the grammar and vocabulary of New Testament Greek with attention given to the translation of selected passages from the Bible. Prerequisite: Junior class standing.

**BI 511, 512****The Literature of the Old Testament I, II****(3, 3 credits)**

(Alternate years 2015-2016)

A study of the authorship, date, purpose and literary structure of the Old Testament books, with attention to social, political, and religious history.

**BI 521, 522****The Literature of the New Testament I, II****(3, 3 credits)**

(Alternate years 2016-2017)

A study of the occasion, purpose, and content of the New Testament books.

**BI 531****Interpreting the Bible****(3 credits)**

(Alternate years 2015-2016)

An introduction to methods and theologies of interpretation and exegesis.

**BI 541****Biblical Hebrew****(3 credits)**

(Alternate years 2015-2016)

A study of the basic elements of the grammar and vocabulary of Old Testament Hebrew with attention given to the translation of selected passages from the Bible.

**BI 543****Biblical Greek****(3 credits)**

(Alternate years 2016-2017)

A study of the basic elements of the grammar and vocabulary of New Testament Greek with attention given to the translation of selected passages from the Bible.

**BI 545****Old Testament Exegesis****(3 credits)**

An exegetical study of an Old Testament book with emphasis given to understanding, preaching and teaching the theology of the book. Prerequisites: BI 511, 512 or consent of instructor.

**BI 555****New Testament Exegesis****(3 credits)**

An exegetical study of a New Testament book with emphasis given to understanding, preaching and teaching the theology of the book. Prerequisites: BI 521, 522 or consent of instructor.

**BI 561****Hebrew and Literature of the Old Testament****(4 credits)**

This course involves a study of the authorship, date, purpose, language, and literary structure of the Old Testament books, with attention to social, political, and religious history.

**BI 562****Old Testament Exegesis and Hermeneutics****(4 credits)**

This course involves an examination of the history of interpretation of the Old Testament and interpretive methods for exegeting the books of the Old Testament, with an emphasis on teaching the Old Testament.

**BI 563****Greek and Literature of the New Testament****(4 credits)**

This course involves a study of the authorship, date, purpose, language, and literary structure of the New Testament books, with attention to social, political, and religious history.

**BI 564****New Testament Exegesis and Hermeneutics****(4 credits)**

This course involves an examination of the history of interpretation of the New Testament and interpretive methods for exegeting the books of the New Testament, with an emphasis on teaching the New Testament.

**BIOLOGY**

(Science majors begin on page 81.)

**BIO 101****General Biology I****(4 credits)**

An introduction to the biological principles and inter-relationships of living organisms. Ecology, basic genetic principles and evolution are covered. BIO 102 of this sequence may be taken independent from BIO 101. Lecture and laboratory experiences are integral parts of this course. Lab fee required.

**BIO 102****General Biology II****(4 credits)**

An introduction to the biological principles and inter-relationships of living organisms. This course examines organismal diversity and the structural organization and functions of cells, tissues and body systems. BIO 102 of this sequence may be taken independent from BIO 101. Lecture and laboratory experiences are integral parts of this course. Meets the core requirements for Science. Lab fee required.

**BIO 121****Introduction to Anatomy and Physiology****(4 credits)**

An introductory survey of the structure and function of the human organism, where students will learn about the important systems of the human body. Those systems

include the skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive systems. Lab fee required.

### **BIO 201**

#### **Introduction to Ornithology**

**(3 credits)**

(Summer Semester as needed)

An introductory study of the taxonomy, anatomy, physiology and behavior of birds. Local field outings to learn bird identification techniques and observe habitats and behavior will accompany lecture. Lab fee required.

### **BIO 205**

#### **Independent Study**

**(1-4 credits)**

Independent Study involves research and writing in an area agreed to by the professor and the student. Consent of the instructor is required for Independent Study. A special study petition must be completed before consent is granted.

### **BIO 215/315**

#### **Malheur Natural History Studies**

**(3 credits)**

(Spring semester)

Subjects relating to ecology, geology, botany, zoology (particularly ornithology) and the history of the Malheur area will be studied. The course includes on-site study at the Malheur Field Station located in SE Oregon. BIO 315 is restricted to biology majors or the consent of the instructor. (Additional fees are charged for this class, see page 13.) Prerequisite: Sophomore class standing or consent of instructor.

### **BIO 216**

#### **Urban Ecology and Ecosystem Services**

**(4 credits)**

(Alternate years 2015-2016)

A survey course for the non-science major to enhance understanding of the ecological principles and processes as they relate to urban living. The course includes an introduction to the ecology in an urban setting to gain an understanding of ecosystems services. There is an emphasis of land use in urban areas (parks, open spaces, conversation easements, wildlife refuges, etc). Prerequisite: Sophomore class standing or consent of instructor. Lab fee required.

### **BIO 221**

#### **Human Anatomy and Physiology I**

**(4 credits)**

A survey of the structure and function of the human organism; encompasses cells to organ systems with focus on the skeletal, muscular and nervous systems. Lecture and laboratory. Lab fee required.

### **BIO 222**

#### **Human Anatomy and Physiology II**

**(4 credits)**

A survey of the structure and function of the human organism with attention on the endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive systems. An introduction to immune and inheritance process are also included. Lecture and laboratory. Prerequisite: BIO 221 or consent of instructor. Lab fee required.

### **BIO 245**

#### **Evolution**

**(3 credits)**

(Alternate years 2015-2016)

A survey of the history and development of ideas relative to the origin of species. Lecture



only. This course does not meet core studies requirements for a lab component course.  
Prerequisites: BIO 101, 102 or consent of instructor.

### **BIO 250**

#### **Genetics**

**(4 credits)**

(Alternate years 2016-2017)

A study of the laws and principles of heredity. Emphasis is given to Mendelian genetics, cell replication and gamete formation, DNA structure/replication/modification, gene regulation and expression, and selected topics in current genetic research. Lecture and laboratory. Prerequisites: BIO 101, 102 or BIO 221, 222. Lab fee required.

### **BIO/PSY 300**

#### **Neuroscience and Behavior**

**(4 credits)**

(Alternate years 2016-2017)

An introduction to the biological basis of the mind. Such an introduction plays a significant role in the liberal arts curriculum as a natural bridge between the humanities and the natural sciences. The course explores the relationship between brain structure, brain function, and human behavior. The study is a multi-disciplinary presentation drawing information from anatomy, physiology, biochemistry, neuropharmacology, pathology of the nervous system, physiological psychology, and philosophy. The central focus is the development of a study of human behavior based on the function of the human brain. Laboratory course. Prerequisite: BIO 221 or consent or instructor.

### **BIO 301**

#### **Botany**

**(4 credits)**

(Alternate years 2016-2017)

Selected topics chosen by the instructor and students from the areas of plant morphology, physiology and systematics. Lecture and laboratory. Prerequisites: BIO 101, 102. Lab fee required.

### **BIO 310**

#### **Embryology**

**(3 credits)**

(As needed)

A study of developmental anatomy, origin of structure, and development of germ layers, tissues, and systems of the body. In the laboratory, specific attention is given to the frog, chick and pig. Lecture and laboratory. Prerequisites: BIO 101, 102. Lab fee required.

### **BIO 330**

#### **Cell Biology**

**(4 credits)**

(Alternate years 2016-2017)

A study of eukaryotic cell morphology and physiology. Topics include membrane structure and function, bioenergetics, intracellular compartments, cell communication, the cytoskeleton, cell division, and cell cycle control. Lecture and laboratory. Prerequisites: BIO 101, 102, PHS 211, 212. Lab fee required.

### **BIO 360**

#### **Ecology**

**(4 credits)**

(Alternate years 2016-2017)

Relationships of plants and animals to one another and to the total environment. Particular emphasis given to modern problems such as pollution. Lecture, laboratory and field trips. Prerequisites: BIO 101, 102; MA 342 recommended. Lab fee required.

**BIO 370****Microbiology****(4 credits)**

(Alternate years 2015-2016)

Topics of study include the taxonomy, morphology, physiology, pathogenicity and industrial uses of microorganisms. Emphasis will be placed on bacteria with some discussion of fungi, protists and viruses. Includes lecture and laboratory. Prerequisites: PHS 111, 112 or 211, 212 and BIO 101, 102 or 221, 222. Lab fee required.

**BIO 380****Invertebrate Zoology****(4 credits)**

(Alternative years 2015-2016)

Phylogenetic relationship, development, structure, and function of the invertebrate animals. Lecture and laboratory. Prerequisites: BIO 101, 102. Lab fee required.

**BIO 390****Comparative Vertebrate Anatomy****(3 credits)**

(As needed)

Comparison of organ systems of vertebrate classes. Lecture and laboratory. Prerequisites: BIO 101, 102. Lab fee required.

**BIO 393****Practicum in Laboratory Science Instruction****(1 credit)**

This course is designed for students pursuing careers in science education. It provides hands-on experience teaching in an introductory laboratory setting with particular emphasis on laboratory preparation, student interactions, and pedagogical content knowledge. Repeatable for a maximum of 2 credits. Prerequisites: BIO 101, 102 or BIO 221, 222 or PHS 211, 212 and consent of instructor.

**BIO 401****Scientific Writing****(2 credits)**

(As needed)

This course is designed to develop effective writing skills for the scientific community including: problem solving identification, organization and interpretation of data, reasoning, presentation of results, and writing clarity. Analysis of primary literature, poster presentations, and ethics are also addressed. Prerequisites: EN 200, BIO 245 or BIO 250, junior class standing.

**BIO 405****Independent Study****(1-4 credits)**

Independent Study may involve research, writing and/or special projects in an area agreed to by the professor and the student. Consent of the instructor and Junior class standing is required for Independent Study. A special study petition must be completed before consent is granted.

**BIO 410****Histology****(4 credits)**

(As needed)

Examination of the microstructure and ultramicrostructure of vertebrate cells and tissues integrated with physiological applications. Lecture and laboratory. Prerequisites: BIO 101, 102. Lab fee required.

## **BIO 420**

### **Mammalian Physiology**

**(4 credits)**

(Alternate years 2015-2016)

Study of cellular and organismic functions of mammals with special emphasis on human nervous, endocrine, cardiovascular, respiratory, urinary and reproductive systems. Lecture and laboratory. Prerequisites: BIO 101, 102 and PHS 211, 212. Lab fee required.

## **BIO 421**

### **Elements of Human Gross Anatomy**

**(3 credits)**

(Alternate years 2016-2017)

Detailed study of the gross anatomy of the human body using a regional rather than a systematic approach. Emphasis on the following areas: lower and upper extremities including the neck and back, anterior thorax and anterior abdominal wall. Involves extensive dissection of the cadaver. Prerequisites: BIO 101, 102 or BIO 221, 222. Lab fee required.

## **BIO 490**

### **Senior Seminar in Biology**

**(1 credit)**

Course encompasses a survey of research, literature, bioethical considerations and career opportunities in biological areas. Students will complete professional development activities such as writing a resume, preparing a research poster and presentation. Prerequisite: senior standing.

## **BIO 491, 492**

### **Senior Thesis**

**(2, 2 credits)**

Original research, thesis completion and oral presentation of selected topic chosen in consultation with major advisor. Prerequisite: senior standing and consent of science faculty advisor. Offered as Pass/No Pass only.

## **BUSINESS**

(Major/Minor/A.S. described on pages 61-66.)

## **BUS 101**

### **Business Economics: An Introduction to Business**

**(2 credits)**

A survey course which introduces students to business concepts such as productivity, the business cycle, and market functions. This introductory course will help prepare students for subsequent business courses.

## **BUS/PS 201**

### **Introduction to Constitutional Law**

**(2 credits)**

(As needed)

An introduction to the historical and political context of major U.S. Supreme Court decisions. Attention will be given to the shared responsibilities of the legislative, executive and judicial branches of government in the areas of commerce, taxing and spending, contracts, criminal justice, freedom of expression, religion, privacy and equal protection of laws.

## **BUS 211**

### **Financial Accounting**

**3 credits**

This course gives an overview of financial accounting. Various topics, such as recording business transactions, completing the accounting cycle, accounting information systems,

and partnerships will be discussed during this course. In addition, the ability to interpret and communicate financial statement information, as related to a business entity, is another important aspect that will be covered. Generally Accepted Accounting Principles (GAAP) will be applied to various events to help the student understand accounting systems and their subsequent results presented through the use of formal financial statements presented fairly and accurately.

## **BUS 212**

### **Managerial Accounting**

**3 credits**

This course provides a review of managerial accounting and continues financial accounting topics reviewed in BUS 211. Topics discussed will be: an introduction to management accounting, job order and process costing, activity based costing, cost-volume-profit analysis, short-term business decisions, capital investment decisions and the time value of money. Management tools such as the master budget, cost allocation and responsibility accounting, flexible budgets, standard costing, performance evaluation and the balanced scorecard are also studied. Prerequisite: BUS 211.

## **BUS 223**

### **Introduction to Microsoft Office**

**(3 credits)**

This course focuses on Microsoft Office Suite capabilities and concepts. The course will use the version of Office currently most prevalent in business environments (2010 Pro for Windows) including Word, PowerPoint, Excel and Access. Topics will include design, construction and documentation of research papers, presentations, and spreadsheets including citations, tables, charts, and external data references. Basic database topics will include fields, records and tables, queries, reporting, and accessing large data sources.

## **BUS 242**

### **Marketing**

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. Prerequisite: BUS 101.

## **BUS/COMM 261**

### **Organizational Writing and Presentations**

**(3 credits)**

An overview of organizational communication. Emphasis is placed on the types of messages conveyed to both internal and external audiences and the methods by which they are presented. Topics include knowing the audience, writing and presenting positive/informative, negative, and persuasive messages, resumes and interviews, and preparing/presenting a formal research recommendation report as part of a team. Meets general core requirement for communications. Prerequisite: EN 101.

## **BUS 279**

### **Selected Topics**

**(1-3 credits)**

Content of course depends upon agreement between student and faculty.

## **BUS 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. Prerequisite: BUS 101.

## **BUS/PS 303**

### **Business and Employment Law**

**(3 credits)**

This course is designed to enable learners to prepare for leadership and management positions in both 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 application, producing specific learning outcomes. A strong ethics component is integrated in the course as students confronts various types of ethical choices and challenges facing today's leaders and managers. Prerequisite: Sophomore standing or consent of instructor.

## **BUS 305/405**

### **Independent Study**

**(3 credits)**

Involves original research and writing on a topic or project agreed upon by the instructor and the student. Consent of the instructor and Junior class standing is required for Independent Study. A form for Petition of Independent Study must be completed and approved by the instructor and Department Chair.

## **BUS 310**

### **Management Theory and Practice**

**(3 credits)**

This course explores theoretical elements of business management. By investigating the principles encompassing planning, organizing, leading, and controlling the student will gain an understanding of the skills required to be a successful manager. The student will also examine many contemporary issues managers face, such as customer focus, globalization, diversity, ethics, information technology, entrepreneurship, work teams, service economy, and small business management.. Prerequisite: BUS 101 and Sophomore class standing.

## **BUS 311, 312**

### **Intermediate Accounting I, II**

**(3, 3 credits)**

Comparative study of generally accepted accounting principles from theoretical foundations to current practices. Prerequisites: BUS 212 for 311; 311 for 312.

## **BUS 314**

### **Cost Accounting**

**(3 credits)**

Basic principles of cost measurement and reporting for managerial planning, policy and control. Prerequisites: BUS 312, BUS 360 or consent of instructor.

## **BUS 320**

### **Human Resources Management**

**(2 credits)**

(As needed)

A study of the methods of making the most effective use of the human resource factor of production. Includes the employment process, training, record keeping, separations and wage and salary administration. Prerequisite: BUS 310.

## **BUS/PSY 321**

### **Organizational Behavior and Design**

**(3 credits)**

This course explores elements of organizational theory. By investigating principles dealing with an organization's purpose, the individual's role within the organization and the processes that guide an organization, including its culture and politics, the student

will gain an understanding of the unique nature of organizational theory. The field of Organizational Behavior is multifaceted, in other words, the discipline involves an interesting mixture of research theory and practical application.. Prerequisite: BUS 310 or consent of instructor.

### **BUS 331**

#### **Non-Profit Accounting**

**(3 credits)**

Study of accounting for governmental bodies and non-profit organizations requiring accounting by “funds.” Prerequisite: BUS 212.

### **BUS 332**

#### **Auditing**

**(3 credits)**

Covers auditing theory, procedures, controls and tests. Preparation of letters, footnotes, responsibilities to the profession, the government and the organizations. Prerequisite: BUS 312.

### **BUS 335**

#### **Accounting Information Systems**

**(3 credits)**

This course is designed to familiarize students with full cycle bookkeeping in a manual and computerized form. The purpose is to visually see the transaction process for accounting that is now completed electronic with computer systems. This class will also familiarize students with using a computer based accounting system, flow charting and how to “think like an auditor”. Emphasis will be placed on practical knowledge of everyday accounting processes, critical thinking about these processes and how they related to each other and the financial statements. Additional topics include internal controls, systems analysis, systems design and systems implementation. Prerequisite: BUS 212.

### **BUS 342**

#### **Marketing Management**

**(3 credits)**

An advanced course in marketing which is designed to teach the complex principles, concepts and strategies associated with marketing and institutional research and assessment. This course builds upon the content contained in Marketing (BUS 242) and Research Methods and Applied Statistics (BUS 393), and focuses on the development of comprehensive marketing and institutional research strategies and design. Prerequisites: BUS 242, BUS 393.

### **BUS 353**

#### **Operations Management**

**(3 credits)**

An introduction to the operations function, which is responsible for the planning, organizing and controlling of resources in both manufacturing and service industries. These functions are studied from the managerial, administrative and employee perspectives. Topic areas include an introduction to operations management, design of goods and services, management quality, process strategy, location strategies, layout strategies, human resources and job design and work measurement. Prerequisites: BUS 310, BUS 363, BUS 393 or consent of instructor.

### **BUS 363**

#### **Introduction to Business Finance**

**(3 credits)**

An introductory course in business finance. Emphasis is placed on the basic concepts of the role and environment of managerial finance, financial statements and analysis, cash flow and financial planning, time value of money, risk and return, interest rates and bond

valuation, stock valuation, capital budgeting cash flows and techniques. Prerequisites: BUS 212 and EC 203.

### **BUS 364**

#### **Corporate Finance**

**(3 credits)**

An advanced course in business finance. Emphasis is placed on the basic concepts of the cost of capital, leverage and capital structure, dividend policy, working capital and current asset management, and current liability management. Prerequisite: BUS 363 and BUS 393.

### **BUS/SS 380**

#### **Conflict: From Theory to Action**

**(3 credits)**

This course will focus on conflict management theory and practice. Strategies for resolving interpersonal, group and organizational conflicts productively will be explored with applications in prevention, effective communication, problem solving and negotiating. Opportunities for conflict assessment and intervention will also be provided. Prerequisite: PSY 140/141 or SOC 140.

### **BUS/REL/PHIL 381**

#### **Debate of Ethical Issues (Ethics Bowl)**

**(1 credit)**

Participation in the Ethics Bowl academic team, contingent upon selection by the professor. May not be used to fulfill Core Studies requirements. Offered on a Pass/No Pass basis. Prerequisite: Any one of the following: PHIL 300, REL 410, REL 360, SOC 365, consent of the instructor. May be repeated for a total of two credits.

### **BUS 382**

#### **ENACTUS**

**(1 credit)**

(Spring semester)

Student membership within ENACTUS is an excellent opportunity for application of theory taught within department curriculum. By participating in ENACTUS, students will be able to meet managers from major corporations across the United States and the world, and reinforce business acumen learned in classes to support skills relevant to a successful career in Business Administration. This course may not be used to fulfill Core Studies Requirements. Offered on a Pass/No Pass basis. Prerequisite: Consent of instructor. May be repeated to a total of three credits.

### **BUS 393**

#### **Research Methods and Applied Statistics**

**(4 credits)**

The fundamentals of research methods and applied statistics, including qualitative and quantitative approaches. The course will emphasize the use of descriptive and inferential statistics using SPSS or Excel statistical software packages. Prerequisite: Junior class standing.

### **BUS 411**

#### **Advanced Accounting**

**(3 credits)**

Accounting for business combinations. An intensive examination of inter-company relationships pertaining to consolidation theory, techniques, and reporting. Prerequisite: BUS 312.

### **BUS 412**

#### **Introduction to Taxation**

**(3 credits)**

This is an introductory course on fundamental concepts in taxation. The objective of

this course is learning to recognize major tax issues inherent in business and financial transactions. The course will emphasize the practical application of tax law in the measurement and taxation of business income, understanding tax planning for business owners and the ability to research tax issues. The course will also provide an introduction to taxation of individuals.. Prerequisite: BUS 312 or consent of instructor.

### **BUS 413**

#### **Advanced Taxation**

**(3 credits)**

This course is an expansion of how tax laws affect individuals, partnerships, corporations, and S corporations. Additional topics in taxation are introduced with emphasis on laws applicable to estates, gifts, trusts, and tax exempt organizations. Prerequisite: BUS 312 or consent of instructor.

### **BUS 415**

#### **VITA/Tax Volunteer**

**(1-3 credits)**

This course is offered in conjunction with the Internal Revenue Service (IRS) and the AARP Tax Aide division to give students the skills and training needed to prepare individual income tax returns for low-to-moderate income people. This course will be offering in the spring during tax season.

### **BUS 420**

#### **Advertising and Public Relations**

**(2 credits)**

(As needed)

Consideration of the nature and role of advertising and sales promotion in the marketing mix, with attention focused on objectives, strategy and evaluation of results. Will develop video and print advertisements and campaigns. Prerequisites: BUS 241, BUS 310, BUS 342.

### **BUS 430**

#### **Global Marketing**

**(2 credits)**

(As needed)

Analysis of international allocation of resources, movement of factors of production and determinants of relative prices. Analysis of the instruments of international commercial policy (tariffs and quotas), optimal prices, trade and development. Prerequisite: BUS 241 or consent of instructor.

### **BUS 445**

#### **Global Business**

**(3 credits)**

(As needed)

A study of the strategic perspectives of international business, including coordinating, standardizing and marketing products. Identifying national barriers and opportunities and analysis of entry strategy, political environment. Prerequisites: BUS 310 or consent of instructor. Prerequisite: BUS 310.

### **BUS 450**

#### **Strategic Management**

**(3 credits)**

A capstone course that helps integrate the approaches, techniques and philosophies learned in functional area courses, and provides the theory and practice of top-level, organization-wide administration. Emphasis is placed upon developing an ethical environment in which to work. Prerequisites: Senior standing and completion of core Business courses.



## **BUS 479**

### **Selected Topics**

**(1-3 credits)**

(As needed)

Content of course depends upon between student and faculty. Prerequisite: Junior class standing.

## **BUS 490**

### **Accounting Topics**

**(1-3 credits)**

Special topics of current concern to faculty and students. Offered only when faculty is available and student interest is sufficient. Class is announced in advance of scheduled offerings. This will be a student(s)/faculty-selected project that enables the student(s) to research a specialized area of accounting that is currently being discussed in the profession. The objective is to critically examine the problem areas with emphasizes on investigating the "whys" behind today's generally accepted accounting principles and exploring alternative approaches to the study and development of accounting theory. Additionally the objective is to have the student form a well-reasoned position on the matter. Prerequisite: Must have completed BUS 212.

## **BUS 495**

### **BUS 495M**

**(3 - 6 credits)**

### **Internship**

**(3 - 12 credits - Music Business Majors only)**

Student works and learns under supervision in an approved internship with a firm or agency. Activities may include both day-to-day operational experiences as well as corporate research activities. Specific expectations of the internship experience will be determined by the company representative/supervisor of the student, the internship coordinator, and the student participating in the hands-on experience. Prerequisites: Business majors only, Junior class standing, 2.5 GPA, and application to the Business Department. Pass/No pass grade. Not acceptable toward residency. Students must apply for internships the semester prior to registering.

## **CHRISTIAN MINISTRIES**

(Major/Minor described on pages 89-91.)

## **CM 140**

### **Ministry Practice: Exploring Vocation and Call**

**(3 credits)**

This course offers students the opportunity to explore their emerging sense of calling or vocation—their meaning and purpose in the world. As such, this course will focus on the student's story, character, and spiritual path as well as introduce stories of how others have explored and lived into their callings or vocational paths. In community, students will identify their gifts, passions and emerging directions of calling and consider how they connect with the needs and opportunities in the world today.

## **CM 211**

### **Ministry Field Education in an Urban Context I**

**(3 credits)**

This course is the first of two field education courses introducing students to a variety of expressions of ministry within our northwest 21st century urban context in order to help students to further explore and develop their own sense of calling in the world. The course will teach students to recognize a contextual approach to ministry by focusing on the ideas and practices that verify community needs and affirm community assets. Practical ministry experience is a required component of this class. Students will

participate in two observation level field education experiences during this semester designed to explore different contexts and expressions of Christian ministry here and now. Prerequisite: CM 140 or instructor consent.

### **CM 212**

#### **Ministry Field Education in an Urban Context II (3 credits)**

This course is the second of two field education courses introducing students to a variety of expressions of ministry within our northwest 21st century urban context in order to help students to further explore and develop their own sense of calling in the world. The course will teach students to recognize a contextual approach to ministry by focusing on the ideas and practices that verify community needs and affirm community assets. Practical ministry experience is a required component of this class. Students will participate in two observation level field education experiences during this semester designed to explore different contexts and expressions of Christian ministry here and now. Prerequisites: CM 140 and CM 211 or instructor consent.

### **CM 370**

#### **Ministry Preparation Internship (3 credits)**

This is an internship class designed to help students preparing for Christian ministry to practice, describe, and assess their callings in and to the world. Each student will participate in a twelve week internship experience connected with his or her vocational interests and the goals and student learning outcomes of the Religion and Christian Ministries Department. This course will engage each student's particular vocational questions and calling as well as the broader and shared call to spiritual engagement, leadership, and love through ministry in the world today. Prerequisites: CM 140, CM 211, CM 212 or instructor consent.

### **CM 400**

#### **Ministry Integrative Capstone (3 credits)**

This is a capstone class for Christian Ministries majors. It consists of collaborative presentations and public speaking opportunities that will articulate the student's integrative educational journey and an emerging value of a contextual approach to ministry. This course is designed for reflection on each student's particular vocational call as well as how that connects to the broader vision and work of participating in the love of God, self, neighbor, enemy, stranger, and the world today. Prerequisites: CM 140, CM 211, CM 212, CM 370 or instructor consent.

### **CM 501**

#### **Evangelism and Leadership in Ministry (3 credits)**

This course is designed to prepare students for entry into Christian ministry. This course covers the specific areas of evangelism and leadership. Students will develop skills in sharing their faith and will learn concepts supporting church growth and church health. Students will develop an understanding of leadership and administration as required in church or religious organizations. Practical ministry experience is a required component of this class.

### **CM 502**

#### **Pastoral Care and the Community of Faith (3 credits)**

This course is designed to prepare students for entry into Christian ministry. This course addresses pastoral care and working in a community of faith. Students will develop skills in ministering with persons, and will explore the ministries of weddings, funerals,

baptism, and communion. Students will develop an understanding of corporate culture and conflict. Practical ministry experience is a required component of this class.

### **CM 531/532**

#### **Ministry in an Academic Context I, II (2, 2 credits)**

These courses examine ministry as relevant to a Christian working in higher education, exploring the nature of the call to ministry, spiritual gifts, ordination, spiritual formation, and service in the life of the academic. We will consider a variety of expressions of Christian ministry within and beyond the Church. Applications of ministry might include Christian education, discipleship, evangelism, cross-cultural mission, service and personal care, worship and liturgy, leadership in ministry, and culture/change/conflict. The student will be encouraged to balance professional vocation with personal spirituality, relationships with family, and service to the church and world.

### **CM 546**

#### **Communication in Ministry and Homiletics (4 credits)**

This course examines basic communication theory and practical skills with application to public speaking in an academic classroom and in preaching.

### **CM 570**

#### **Graduate Integrative Experience in Christian Ministries (1-3 credits)**

An integrative internship experience in a local church or church agency, in which the student will be expected to express the Biblical, theological, and pastoral insights gained at Warner in relevant and practical ways. With departmental supervision, the intern will write his/her emerging approach to Christian ministry.

### **CM 571**

#### **Master Thesis or Project (3 credits)**

The Master of Religion student may elect one of the following options: 1) a formal researched thesis; or 2) a religious or ministry project that offers the student a significant educational experience. The course will be individually tailored for the student in consultation with the Director of the M.Rel. program and the student's thesis advisor. Any project must be reasonably equivalent in workload to the formal research thesis. If the student is unable to complete the course within one semester, an "In Progress" contract will be developed and the student must register for CM 572 the following semester. The thesis or project will be graded on a Pass/No Pass basis.

### **CM 572**

#### **Master Thesis Extension (1 credit)**

This course is designed to offer the Master of Religion student an extension to complete the thesis project initiated in CM571, with only minimal faculty guidance. Students who have received an "In Progress" in CM 571 must register for this course to remain in the M.Rel. program.

Students must continue the extension sequence until successful completion of the thesis or project (CM 571). These courses are eligible for an "In Progress" contract; however, the student must register for the next extension the following semester. On successful completion of CM 571, all courses listed as "In Progress" will revert to "Pass". If the student is unsuccessful in defending his/her thesis, the policy for "In Progress" will be invoked for all CM 571 and CM 572 courses one year after the last CM 572 course is listed as "In Progress." May be repeated a total of five times.

## COLLEGE STUDIES

### CLS 100

#### Strategies for College Success Skills

(2 credits)

This accelerated course is designed to provide first year Act Six students with a basic understanding of college culture, terminology, assessment practices, structure, and student support services. Students successfully completing the course will see themselves as life-long learners, gain self-confidence, improve human relations and a sense of campus community, and learn effective critical thinking, communication, and study skills.

### CLS 110

#### Critical Thinking and Study Skills

(3 credits)

Course examines critical thinking techniques, theories and approaches to knowledge, and strategies for studying in and across academic disciplines. Within this theoretical context, students explore and assess methods to improve their own thinking, reading, writing, studying, and test taking skills. Emphasis is on thematic study and on moving students from rote learning to understanding and application of course content across the curriculum.

### CLS 278

#### Crossing Cultures: Immersion

(3 credits)

This interdisciplinary course foregrounds cross-cultural learning experiences and service opportunities in order to form students as more engaged members of the Warner Pacific College community, the wider body of Christ and the peoples of the world. Recognizing that diverse experiences and disorienting environments are catalysts for lifelong learning and growth, the course will help students develop a framework for understanding the complexity and variety of cultural contexts in which we find ourselves. Students will be on site for a minimum of 21 days.

## COMMUNICATIONS

(Major/Minor described on page 69, 74.)

### COMM/JL 125

#### Art and Literary Journal Production

(1 credit)

Class is comprised of the staff that produces the college art and literature journal, *Rocinante* spring semester. The emphasis of the course is on the process for producing a book. Students will learn basic In-Design skills, become acquainted with basic level copy-editing knowledge, understand the “parts” of a book, e.g., “front matter,” become exposed to design principles, take part in selection of art and literary pieces for the content of the journal and determine the sequencing of the chosen pieces, participate in negotiations with an outside printer for the journal and host a release party for the journal at the end of the spring semester. Open to all students regardless of prior desk-top publishing experience. COMM/JL 125/325 may be repeated to a maximum of 7 credits. (Does not fulfill Core Communications requirement.)

### COMM/EN/FA 150

#### Creative Writing: Poetry and Fiction

(3 credits)

Principles and strategies of creative writing techniques in the genres of poetry and fiction. Students will become acquainted with local and national writing and publishing resources. For the final project, students will work in one genre (poetry or fiction,)

to complete a manuscript for submission to Warner Pacific's art and literary journal, *Rocinante*. Repeatable to a total of six semester credits. May fulfill participatory Fine Arts Core Studies requirement. Prerequisite: EN 101 or transfer equivalency.

### **COMM/EN/ FA 151**

#### **Creative Writing: Creative Nonfiction**

**(3 credits)**

A workshop approach to the writing of nonfiction articles and other nonfiction forms for periodical magazines. Students will write to foster inquiry into topical issues, writing about lives, places, events, and ideas, whether scientific, ethical/philosophical, or historical. Reading and discussion of models; practice in finding ideas, using storytelling and creative writing techniques, gathering materials, incorporating research, and revising. Repeatable to a total of six semester credits. May fulfill participatory Fine Arts Core Studies requirement. Prerequisite: EN 101 or transfer equivalency.

### **COMM/SS 200**

#### **Interpersonal Communications**

**(2 credits)**

This course focuses on methods for improving speaking, listening and conflict management skills in personal and professional relationships. Students begin with a self-assessment of personal communication patterns and are provided options and exercises for enhancing interpersonal competence. Does not fulfill Social Science Core Studies requirements.

### **COMM/JL 210**

#### **Journalism Principles and Techniques**

**(3 credits)**

(Alternate years 2016-2017)

Students in this course will practice the techniques of information gathering and writing in various journalistic styles (news stories, features, editorials/columns). Students will develop a variety of research and interviewing skills, as well as the ability for perceptive observation. Students will learn to write tightly, clearly, and colorfully—and discern how to tailor their writing to different target audiences. COMM/JL 210 will fulfill the elective for the Communication Core requirement and is required for the Communications major. Prerequisite: EN 101 or instructor consent.

### **COMM/JL 211**

#### **Copy Editing and Publication Design**

**(3 credits)**

(Alternate years 2015-2016)

An overview of the editorial process and the basic tools and tasks of the copy editor and publication designer. Students will learn to edit print media for clarity, concision, accuracy, grammar and stylebook conventions. Students will also become familiar with the basic design principles for newspapers, magazines, and complete projects using appropriate publications design software. Required for the Communication major. Prerequisite: COMM/JL 210 or equivalent, or instructor consent.

### **COMM 220**

#### **Public Speaking**

**(3 credits)**

Examination of the art of rhetoric with emphasis on ethics of public speaking, types of speeches, organization, language, and delivery. Through study and practice of methods for writing and speaking effectively, students can improve their listening, reading, writing, analytical, critical thinking, and communication skills.

### **COMM /BUS 261**

#### **Organizational Writing and Presentations**

**(3 credits)**

An overview of organizational communication. Emphasis is placed on the types of

messages conveyed to both internal and external audiences and the methods by which they are presented. Topics include knowing the audience, writing and presenting positive/informative, negative, and persuasive messages, resumes and interviews, and preparing/presenting a formal research recommendation report as part of a team. Meets general core requirement for communications. Prerequisite: EN 101.

### **COMM/HCA 270**

#### **The Context and Language of Health Care (2 credits)**

This course provides an understanding of the philosophy of health care and introduces key words that are crucial to working in the health care environment. Major forms of technological communication will be assessed including social networks.

### **COMM 300**

#### **Communication Theory: Models and Messages (3 credits)**

(Alternate years 2015-2016)

An overview of communication theories—the ethnography of communication, classical and modern rhetorical theory, and theories of how we make meaning, drawn from social psychology. Each class may also choose a set of applications for these theories appropriate to student interests—applications in cross-cultural communication, mass media, professional/organizational communication, etc. Prerequisites: EN 200 and six credits of additional courses listed in the Communications Minor.

### **COMM/JL 320**

#### **Publication Editing (3 credits)**

Emphasis on the skills needed to coordinate the work of others as well as the planning and implementation needed to produce campus publications: the *Beacon*, *Rocinante*, and the *Knight Times*. Course is required for students who wish to serve as editor of one of these campus publications. Some previous production experience and basic technical skills is expected, although the course will further hone skills in file management, template design, layout, and image manipulation. Does not fulfill core communication requirement.) Prerequisite: JL/COMM 115/315, JL/COMM 125/325, JL/COMM 210 or JL/COMM 211.

### **COMM/JL 325**

#### **Advanced Art and Literary Journal Production (1-2 credits)**

The class is comprised of the staff that produces the college art and literature journal, *Rocinante*. Students registering for the upper-division number, COMM/JL 325 must have served on the journal staff before or in a comparable position in another situation. Students registering for JL 325 are expected to have leadership positions on the editorial staff. If possible, they are expected to have taken Publication Editing a fall semester prior to the semester they would be on the *Rocinante* staff at the upper-division (325) level. The course may be repeated up to a maximum of seven (7) credits. (Does not fulfill Core Studies Communication requirement.)

### **COMM/JL 335**

#### **Newsmagazine Production (1-3 credits)**

Additional work beyond COMM/JL 210 and COMM/JL 211 to support production of the student publication on campus. Students will commit to a particular reporter beat or production role for the publication. Multi-year commitment is encouraged; may be repeated to a maximum of 6 credits. (Does not fulfill Core Studies Communications requirement.) Prerequisite: COMM/JL 210 or 211 or instructor consent.

## **COMM/EN/FA 350**

### **Creative Writing: Poetry and Fiction**

**(3 credits)**

Principles and strategies of creative writing techniques in the genres of poetry and fiction. Students will become acquainted with local and national writing and publishing resources. For the final project, students will work in one genre (poetry or fiction,) to complete a manuscript for submission to Warner Pacific's art and literary journal, *Rocinante*. Repeatable to a total of six semester credits. May fulfill either Communications or participatory Fine Arts Core requirements. Prerequisites: EN 101, 200 or transfer equivalency.

## **COMM/EN/FA 351**

### **Creative Writing: Creative Nonfiction**

**(3 credits)**

A workshop approach to the writing of nonfiction articles and other nonfiction forms for periodical magazines. Students will write to foster inquiry into topical issues, writing about lives, places, events, and ideas, whether scientific, ethical/philosophical, or historical. Repeatable to a total of six semester credits. May fulfill either Communications or participatory Fine Arts Core requirements. Prerequisites: EN 101, 200 or transfer equivalency.

## **COMM/EN 385**

### **Introduction to Critical Strategies**

**(3 credits)**

(Alternate years 2016-2017)

This introductory course acquaints students with critical lenses through which we perceive various "texts" in our world. Students will learn about critical approaches used prior to the post-modern movement, but the majority of the class time will be spent applying critical strategies promoted within the last fifty years to films and texts—both literary and non-literary. The strategies are broken into three main categories: emphasis on the text, emphasis on the source, and emphasis on the receiver. Prerequisite: EN 101.

## **COMM/EN 390**

### **Visual Communication**

**(3 credits)**

(Alternate years 2015-2016)

This course begins by introducing basic principles of perception and visual interpretation, then moves into study of the dependent processes of visual communication and rhetoric in media and film studies, cultural studies, art, literature, electronic media, and the public spectacle. Some study will also be dedicated to the design of visual form and visual communication both in traditional and electronic formats. Prerequisite: Two Communications courses.

## **COMM/EN 450**

### **Ethical Theory for Writing and Reading**

**(3 credits)**

(Alternate years 2016-2017)

This course emphasizes the philosophical roots of theories for reading texts from an ethical perspective, and applies those theories to the issues raised in media communications today. In the first half of the semester students will read primary texts of critical theory and apply those readings to a single literary text. The second half of the course will treat the issues involved in the ethics of journalistic writing. Grounded in the ethical critical theory read during the first half of the semester, students will explore questions media professionals confront when writing for publication, such as: What does freedom of the press mean? What is the fourth estate? What constitutes "news" and, once that definition is arrived at, is it ever ethical to withhold news from the public? Students will confront these questions through comprehensive reading, case studies, their own

writing, the sharing of their thoughts through blogs and discussion. Prerequisite: COMM/EN 385.

## **DRAMA**

(Minor described on page 74.)

### **DR 200**

#### **Fundamentals of Acting**

**(3 credits)**

Stage acting theory and practice. Principles of movement and voice; role development, improvisation and scene rehearsal and presentation. May involve planning and presenting an optional performance.

### **DR 210**

#### **Theatre Practicum**

Production of major plays. Roles by audition; production assignments by interview. Repeatable to a total of 12 credits. Prerequisite: DR100 or consent of instructor.

### **DR/EN 220**

#### **Introduction to Drama**

**(3 credits)**

(Alternate years 2015-16)

An overview of the development of Western drama through the study of representative plays and their historical contexts. Includes viewing plays on and off campus. May be taken for Fine Arts credits as DR 220 or EN 220 for Literature Core Studies credit.

### **DR/EN 250/349**

#### **Understanding Film and Its Forms**

**(3 credits)**

(Alternate years 2016-2017)

Introduces students to the historical, technical and aesthetic development of film, with special emphasis on examining the mythology underlying various genre, and learning how to determine a film's thematic statements in light of its worldview. May be taken for Fine Arts credit as DR 250/349 or EN 250/349 for Literature Core Studies credit. 300-level is available by consent of instructor and requires an additional major project.

### **DR 281**

#### **Play Directing**

**(2 credits)**

Directed study in the theory and practice in the art and craft of play directing, including play selection, casting, rehearsals, blocking. Consent of instructor required. Must be taken in conjunction with either DR 115 or DR 235. Prerequisite: DR 100.

### **DR 310**

#### **Drama for the Classroom**

**(3 credits)**

(As needed)

Reading and hands-on projects related to the production of children's theater/literature. Low budget scenery, costumes and creative dramatics for the classroom teacher. This class is also recommended for those interested in Youth/Children's Ministry. Satisfies participatory Fine Arts Core Studies requirement.

### **DR/EN 360**

#### **Shakespeare**

**(3 credits)**

(Alternate years 2015-2016)

A broad study of selected sonnets and major plays of Shakespeare, including comedy,



tragedy and history. Shakespeare's life and the historical context of his work are integral. Required of English majors. Prerequisite: One Literature course of consent of instructor.

### **DR 380**

#### **Advanced Acting**

**(3 credits)**

Further voice and movement theory and practice for the more serious drama student. The focus is on performing period works, verse plays and developing professional auditions. Prerequisite: DR 100.

## **ECONOMICS**

### **EC 203**

#### **Economics**

**(3 credits)**

If economics is the study of scarcity; then one must know how to properly allocate scarce resources. In this course students will explore Microeconomics how individuals, households, and firms make allocation decisions associated with these resources. The student will also learn about Macroeconomics and the philosophical reasons for choosing the above allocations. In this course we will study supply and demand, equilibrium, as well as many other economic theories.

### **EC/URB 420**

#### **Microenterprise Development**

**(3 credits)**

(Alternate years 2015-2016)

This course introduces students to the microenterprise principles of economic development in urban communities; in other words, job creation. It discusses how key assumptions of the standard economics discourse don't always hold for neighborhoods at an economic tipping-point. It utilizes a systematic method of analyzing the role of community organizations in the economic turn-around of neighborhoods, through job creation and how microenterprise principles interplay with social forces to shape the economic development of urban neighborhoods. Prerequisite: URB 140.

## **EDUCATION**

(Major and Minor described on page 67.)

### **ED 250**

#### **Introduction to Education with Practicum (30 hours)**

**(2 credits)**

This course is taken prior to admission into the Teacher Education Program. This course explores teaching as a career choice and includes an examination of the historical, theoretical, philosophical, and sociological foundations of education. It includes current issues, practices, roles of school personnel, and federal and state laws related to education. A concurrent 30-hour practicum is required. Prerequisite: Sophomore class standing. The course is required for Program admission. Additional fees for fingerprinting and the state-required Basic Skills exam are required.

### **ED 281**

#### **Curriculum Planning and the Role of the Teacher with Practicum (50 hours)**

**(3 credits)**

This is a course with practicum that assists students in writing and developing lesson plans and designing individualized and group curricula through application of developmentally appropriate practices for standards based learning in the early childhood

and elementary classroom. Prerequisite: ED 250 and admission to the Teacher Education program, or consent of the instructor.

### **ED 283**

#### **Curriculum Planning with Practicum (50 hours) (3 credits)**

This is a course with practicum that assists students in writing and developing lesson plans and designing individualized and group curricula through application of developmentally appropriate practices for standards based learning in the secondary (middle and high school) classroom. Prerequisite: ED 250 and admission to the Teacher Education program, or consent of the instructor.

### **ED 305/405**

#### **Independent Study (1-3 credits)**

Independent Study involves original research and writing in an area agreed upon by the professor and the student. Consent of the instructor and Junior class standing is required for Independent Study in education.

### **ED 334**

#### **Teacher as Manager with Practicum (30 hours) (2 credits)**

This course guides students in understanding the need for and developing the skills of management of various classroom, building, community, and parental issues and activities. Areas covered include classroom management, communication skills with community and parents, public policy and school law, classroom diversity issues, and community influences and resources. Prerequisites: ED 250, ED 281, 282 or 283, and admission to the Teacher Education program, or consent of the instructor.

### **ED 341**

#### **Literature for Children (3 credits)**

This course is an introduction to literature for children. It is designed to develop an understanding of genre, literacy characteristics, evaluation techniques, and selection guidelines for. It will satisfy Core Literature requirements. Prerequisite: Sophomore class standing.

### **ED 343**

#### **Literature for Adolescents and Young Adults (3 credits)**

This course is an introduction to literature for adolescents and young adults. It is designed to develop an understanding of genre, literacy characteristics, evaluation techniques, and selection guidelines for literature. It will satisfy the Core Literature requirements. Prerequisite: Sophomore class standing.

### **ED/SOC/URB 354**

#### **Sociology of Urban Education (3 credits)**

(Alternate years 2016-2017)

This course examines the urban environment as the context for understanding education and the teaching culturally diverse students in city schools. It examines the history of urban education and the sociology of education in the city as a complex organization. Issues of multicultural education, school violence, language diversity, will be examined through a human developmental framework for analyzing urban institutions, racism and intercultural understanding. Prerequisite: URB 140.

### **ED 430**

#### **Development and Administration of Early Childhood Programs (3 credits)**

This course emphasizes the functions of programs for young children. Content focuses

on philosophy, policy and ethics, parent involvement, fiscal management, staffing issues, health and safety and program evaluation. Advocacy issues are included. The course requires off campus visitations and/or field experience. Prerequisites: Valid first aid card or consent of instructor.

### **ED 481/482/483**

#### **Professional Development Seminar (2 credits)**

The course supports the pre-service teacher in learning and refining professional expertise while student teaching. Course content includes the role of the teacher as a member of a learning community, classroom management, professional responsibilities, presentation, accountabilities, and commitment to lifelong learning and professional development. This course is taken in conjunction with ED 495 Student Teaching II.

### **ED 489**

#### **Administration and Implementation of Reading Programs (3 credits)**

This course is required for a reading endorsement. Knowledge of the administration and implementation of classroom and school-wide reading is included. Emphasis will include theory of instruction; materials for the reading curriculum; environments of reading instruction; personnel; evaluation of students and the program; and prevention, correction and remediation of reading difficulties. A major emphasis is upon research and current trends and practices. This course is taken in conjunction with a 100-hour practicum (ED 493). Prerequisites: ED 281, 282 or 283, and EDLIT 371, or consent of instructor.

### **ED 491**

#### **Student Teaching I (100 hours) (2 credits)**

This clinical experience meets requirements for a second area of authorization for licensure. It is taken concurrently with EDLIT 371 (ECE/EL) or EDIM 473 (ML/HS). The configuration of this experience may vary to accommodate the schedule and requirements of both the cooperating school site and the student. Offered on a Pass/No Pass basis. Prerequisite: Full admission to the Teacher Education program.

### **ED 492**

#### **Endorsement Practicum (2 credits)**

This practicum experience meets requirements for demonstration of authorization and content competence in an endorsement. Offered on a Pass/No Pass basis. Prerequisites: Admission to the Teacher Education Program.

### **ED 493**

#### **Practicum for ED 489 (100 hours) (2 credits)**

This practicum experience meets requirements for demonstration of authorization and content competence in the reading endorsement. It is taken concurrently with ED 489 Administration and Implementation of Reading Programs. The practicum will include observation, interviewing and participation in several existing public school reading programs. Offered on a Pass/No Pass basis.

### **ED 495**

#### **Student Teaching II (14 credits)**

This clinical experience includes full-time student teaching for the entire 15-week semester at the teacher candidate's primary authorization level. It is taken concurrently with ED 481, 482, or 483. Each candidate will produce at least one work sample. Offered on a Pass/No Pass basis. Prerequisite: Full admission to the Teacher Education Program.

**ED 515(U)****Classroom Management****(3 credits)**

This course will address the skills needed to manage various classroom settings, handle student behaviors, and communicate with families. It will promote the development of a theoretical framework for educational practices that encourage all classroom students' intellectual, personal and moral development, develop processes for research-based effective classroom procedures and routines, and organize and manage all aspects of a classroom.

**ED 535(U)****Curriculum Planning and Instruction****(3 credits)**

This course engages students in the design, development and presentation of effective learning experiences in the classroom. Students will learn and practice research-based, differentiated curriculum design, strategies for instruction, and assessment of learning. Attention is given to Oregon standards and curriculum.

**ED 551****Foundations of Education****(1 credit)**

This course explores teaching as a career choice and includes an overview of the historical, philosophical, and sociological foundations of education. It includes current issues, practices, roles of school personnel and federal and state laws related to education.

**ED 555****Urban Education and Diverse/Exceptional Learners****(3 credits)**

This course is designed to celebrate a variety of learner characteristics, backgrounds, values, and contributions to the educational environment and to develop models and teaching methods to increase achievement of all students. This course will also address the challenges of and teacher responsibilities toward students with special needs, English language difficulty, and other barriers to school success.

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

This course will review current theory and teaching practices on reading and written communication for students in middle and high school classrooms. This course will integrate pedagogical knowledge with literacy development theory for secondary, K-12 physical education (PE), and K-12 music education majors. It will include presentations of effective literacy descriptions, research, and application strategies for integrating literacy throughout the curriculum and for diverse learners.

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

This class concentrates on curriculum design, strategies for instruction, methods and materials and assessment of learning in middle and high school content area classes and K-12 PE and K-12 music classes. Attention is given to curriculum as it relates to the Oregon Core Curriculum State Standards. Writing of a unit work sample, teaching one lesson from the unit, and evaluating the teaching are included. Working with students in content classes will be discussed. Evaluation and classroom management strategies will be explored.

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

This class will look at the history, theory, and philosophy of the middle and high school learning environment, as well as the changes that are taking place in both middle and

high school. Current status of, in the field, literature sources, and work of leading scholars will be examined.

### **ED 596**

#### **Assessment and Evaluation**

**(3 credits)**

This course presents the current methods of assessment and evaluating. During this course the learner will develop attitudes and skills necessary to provide sound classroom assessment experiences that yield accurate, usable information for students, parents, and school personnel. Topics will include: summative and formative evaluation, validity, reliability, legal issues, techniques of data gathering and the Oregon Common Core Curriculum. Students will learn how to evaluate data results. There will be ten hours of observation relating to the content of this class.

### **ED 661**

#### **Educational Research**

**(3 credits)**

This course is designed to introduce students to the basic techniques of conducting and analyzing educational research. Emphasis will be given to concepts, procedures, vocabulary of quantitative research and the involvement of the PK-12 learner. Students will develop and plan an action research project.

### **ED 690**

#### **Student Teaching II with Seminar**

**(3 credits)**

This practicum course meets the requirements for adding a second level of authorization to the license. The learner must be in the classroom. Assignments and supervision will be coordinated by the Education Department. This course requires the development, teaching, and completion of one work sample. This is a supervised practicum (observation) The seminar will meet weekly to debrief and help with the development of the work sample. Students must have completed all other M.A.T. coursework with a cumulative GPA of at least 3.0 before student teaching. Offered on a Pass/No Pass basis.

### **ED 691**

#### **Student Teaching Ia with Seminar**

**(3 credits)**

Student teaching is a clinical experience in a supervised setting for five weeks. The assignment will be in the candidate's primary level of authorization. The work sample will be developed with the guidance of the mentor teacher and the college supervisor. The seminar will meet weekly to debrief and help with the development of work sample. Assignments and supervision will be coordinated by the Education Department. Students must have completed all other M.A.T. coursework with a cumulative GPA of at least 3.0 before student teaching. Offered on a Pass/No Pass basis. Prerequisite: ED 690A.

### **ED 692**

#### **Student Teaching Ib with Seminar**

**(4 credits)**

The assignment for this clinical experience will be a continuation of the previous five week placement. Candidates will be in the same classroom and complete all requirements for their primary level of authorization. The candidate will complete the work sample, following the directions in the Work Sample Handbook. The work sample will be developed with the guidance of the mentor teacher and the college supervisor. The seminar will meet weekly to debrief and help with the development of the work sample. Student teacher placements and supervision will be coordinated by the main campus Education Department. Offered on a Pass- No Pass basis. Prerequisite: ED 691A.

**EDAMU 371****Art and Music in the Classroom****(2 credits)**

This is a seminar and laboratory course that offers basic content, methods, and materials for teaching music and art. The focus will include developmentally appropriate practices at the early childhood and elementary levels. Students will learn to assess, plan and implement activities for learner centered classrooms. Prerequisites: ED 250, ED 281, and admission to the Teacher Education program.

**EDHHK 371****Physical Education in the Classroom****(2 credits)**

This is a seminar and laboratory course that offers basic content, methods, and materials for teaching health and physical education. The focus will include developmentally appropriate practices at the early childhood and elementary levels. Students will learn to assess, plan and implement activities for learner centered classrooms. Prerequisites: ED 250, ED 281, and admission to the Teacher Education program.

**EDIM 473****Instructional Methods****(3 credits)**

This course is designed to prepare the student seeking Middle and High School authorizations in the fields of Biology, Mathematics, Language Arts, Music, Physical Education, and Social Studies. The course focuses on curriculum design, instructional strategies, classroom management, and means of assessing learning. Students will be able to individualize and apply concepts and strategies to their particular content/subject matter. This course is taken in conjunction with a 100-hour practicum (ED 493). Prerequisites: ED 250, ED 282 or 283, EDPSY 395 and full admission to the Teacher Education program.

**EDLIT 371****Literacy in the Classroom****(4 credits)**

This course prepares students to develop reading and language arts skill, including speaking, listening and writing for age three through grade eight. It includes an emphasis on reading readiness, emergent literacy, assessment, methods, materials, recent research, and theoretical sound practices for improvement and instruction of reading and language arts skills. It is taken in conjunction with a 100-hour practicum (ED 491). Prerequisites: ED 250, ED 281, and admission to the Teacher Education program.

**EDLIT 373****Reading and Writing in the Content Areas****(2 credits)**

This course reviews current theory, knowledge and practice about reading and written communication for students in middle and high school classrooms. It integrates pedagogical knowledge of literacy development of theory into practice. Students learn various methods for facilitating the use of reading and writing skills in the content area classroom. An emphasis is placed on teaching for diversity and developing empathy and respect for adolescent learners. Prerequisites: ED 250, ED 282 or 283, and admission to the Teacher Education Program.

**EDMA 371****Math in the Classroom****(2 credits)**

This course will enable students to master developmentally appropriate, differentiated teaching techniques in the PK-8 mathematics curriculum and to correlate lessons to the national and the Common Core State Standards Prerequisites: ED 250, ED 281, and admission to the Teacher Education program.

## **EDSCI 371**

### **Science in the Classroom**

**(2 credits)**

This course will enable students to master developmentally appropriate, differentiated teaching techniques in the PK-8 science curriculum and to correlate lessons to the national and the Common Core State Standards. Prerequisites: ED 250, ED 281, and admission to the Teacher Education program.

## **EDSS 371**

### **Social Studies in the Classroom**

**(2 credits)**

This course is an introduction to curriculum development, standards, learning outcomes, materials, resources, instructional strategies, and assessments for PK-8 social studies instruction. An emphasis is placed on concept development through scope and sequence planning and integration with other content areas. Prerequisites: ED 250, ED 281, and admission to the Teacher Education program.

## **EDTEC 220**

### **Integrating Educational Technology in the Classroom**

**(3 credits)**

This course addresses the application of learning technologies in the K-12 classroom, focusing on new media and technology to foster creative and divergent thinking. Emphasis will be on the incorporation of technologies in the teaching and learning process. Prerequisite: Sophomore class standing.

## **EDUCATIONAL PSYCHOLOGY**

## **EDPSY 320**

### **Family Life Education Methodology**

**(2 credits)**

A course designed to present various aspects of family life education, including, but not limited to, its history, nature, philosophy, ethics, and processes. Students will design a Family Life Education Program for presentation to the group and for possible use in a community setting. Prerequisite: Sophomore class standing.

## **EDPSY 360**

### **Exceptional Learners**

**(3 credits)**

This course provides an overview of issues, characteristics, and definitions of special needs children and those with physical limitations. This course examines the role of the classroom teacher in meeting legal responsibilities, planning instruction, providing services, developing community relations, and utilizing resources. Prerequisite: Sophomore class standing.

## **EDPSY 395**

### **Observation, Assessment and Evaluation**

**(3 credits)**

This course enables students to develop knowledge and skills about the nature of observation, assessment, evaluation, recording, and reporting of student progress. Students will learn to analyze and use data to improve instruction in the classroom. Prerequisites: ED 250, ED 281 or 283, and admission to the Teacher Education program.

## **EDPSY 420**

### **Learning Theory**

**(3 credits)**

Classical and contemporary theories of learning and instruction applied to a variety of learning situations. Attention will be given to cultural and sub-cultural styles and settings. Family life education and classroom management techniques will parallel the development of theories. Self-concept, cognitive and affective potential, lesson planning, and learning hierarchies will be addressed. Prerequisite: PSY 140/141.

## ENGLISH

(Major/Minor described on pages 70, 74.)

### EN 95

#### Writing and Grammar

(3 credits)

(Fall semester)

Intensive application of fundamental grammar and rhetorical conventions to produce grammatical, cohesive expository writing.

### EN 101

#### College Composition

(3 credits)

Intensive practice in the development of academic writing skills. Focus on critical thinking, supporting generalizations, and developing oral and written syntheses of sources as students choose and pursue their own research topics. Develops elementary research techniques, strategies for editing, peer reading, revision and developing a final product. Not available on a Pass/No Pass basis. Requires a grade of "C-" or better to pass.

### EN 120

#### Introduction to Literature

(3 credits)

An examination of representative works of literary genres significant in human experience (narrative, drama and poetry) and important in the shaping of literary traditions focusing on skills necessary for reading serious literature for pleasure and enrichment. Frequent assignments in critical writing. Fulfills Literature Core credit requirement. Offered as part of Concurrent Enrollment program only.

### EN/COMM/ FA 150

#### Creative Writing: Poetry and Fiction

(3 credits)

Principles and strategies of creative writing techniques in the genres of poetry and fiction. Students will become acquainted with local and national writing and publishing resources. For the final project, students will work in one genre (poetry or fiction,) to complete a manuscript for submission to Warner Pacific's art and literary journal, *Rocinante*. Repeatable to a total of six semester credits. May fulfill participatory Fine Arts Core Studies requirement. Prerequisite: EN 101 or transfer equivalency.

### EN/COMM/ FA 151

#### Creative Writing: Creative Nonfiction

(3 credits)

A workshop approach to the writing of nonfiction articles and other nonfiction forms for periodical magazines. Students will write to foster inquiry into topical issues, writing about lives, places, events, and ideas, whether scientific, ethical/philosophical, or historical. Reading and discussion of models; practice in finding ideas, using storytelling and creative writing techniques, gathering materials, incorporating research, and revising. Repeatable to a total of six semester credits. May fulfill participatory Fine Arts Core Studies requirement. Prerequisite: EN 101 or transfer equivalency.

### EN 200

#### Advanced Composition: Argument

(3 credits)

A course designed to develop critical/reflective thinking. Students develop their own conceptual models of argumentation by analyzing different genres 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. Prerequisite: EN 101 or proficiency (SAT Verbal score of 670+; ACT English and



Reading scores of 31+ each; CLEP 50+; or transfer equivalent of “C” or better). Not available on a Pass/No Pass basis. Requires a grade of “C-” or better to pass.

### **EN 215/315**

#### **Global Literature**

**(3 credits)**

(Alternate years 2016-2017)

This introductory course acquaints students with films, fiction, and other literary modes of selected areas of the world. Texts (translated into or written in English) are chosen in consideration of: nations and cultures of forthcoming WPC-sponsored mission trips, cultures and countries with which Business students might anticipate interaction, and cultures, languages and ethnicities represented by populations in schools and communities which Teacher Education students might encounter. The course meets the TSPC requirements for multi-cultural awareness. Prerequisite: EN 101; can be taken concurrently. 300 level by consent of instructor and requires completion of a major project.

### **EN/DR 220**

#### **Introduction to Drama**

**(3 credits)**

(Alternate years 2015-2016)

An overview of the development of Western drama through the study of representative plays and their historical contexts. Includes viewing plays off campus. May be taken for Fine Arts credits as DR 220 or EN 220 for Literature Core Studies credit.

### **EN/URB 245/345**

#### **Urban Literature**

**(3 credits)**

(Alternate years (2015-2016)

This introductory literature course is an exploration of the city in fiction, poetry, and essay. It focuses primarily on American literature, on both the majority and minority experience of the city, including Hispanic, African American, Asian American, and Native American literature, though some non-American pieces will offer contrasts. Themes of community, isolation, diversity, utopia, and dystopia will be examined in print and film. What is and is not “the city” in its modern American conceptualization? The modern metropolis, its complex representations, and its diverse cultures will be of special interest to Business, Social Science, and Education students. The course meets the TSPC requirements for multi-cultural awareness. Prerequisite: EN 101; may be taken concurrently. 300 level by consent of instructor and requires completion of a major project. Satisfies the Core Studies requirement for a Humanities elective in literature.

### **EN/DR 250/349**

#### **Understanding Film and Its Forms**

**(3 credits)**

(Alternate years 2016-2017)

Introduces students to the historical, technical and aesthetic development of film, with special emphasis on examining the mythology underlying various genre, and learning how to determine a film’s thematic statements in light of its worldview. May be taken for Fine Arts credit as DR 250/349 or EN 250/349 for Literature Core Studies credit. 300 level by consent of instructor and requires completion of a major project.

### **EN 305/405**

#### **Special Topics**

**(2-4 credits)**

An independent study in literature or composition in aspects of English studies not otherwise available in scheduled courses. Prerequisite: Consent of instructor and Department Chair.

### EN 325

#### **Rogues and Rebels: Survey of Literatures in English**

**1600 to 1815**

**(3 credits)**

(Alternate years 2015-2016)

This course surveys literature in English predominantly of the British and North American traditions from Old English epic to 1800. Emphasis is placed on the relational nature of texts representing both British and North American traditions resulting in awareness of transatlantic influences of both literary and contextual readings. In addition, the course acquaints students with rudimentary tools of literary scholarship including awareness of textual and historical scholarship and interdisciplinary and intercultural influences. Prerequisite: one literature course.

### EN 326

#### **Romantics and Realists:**

#### **Survey of Literatures in English 1815 to Present**

**(3 credits)**

(Alternate years 2015-2016)

This course surveys literature in English predominantly of the British and North American traditions from 1800 to the present. Emphasis is placed on the relational nature of texts representing both British and North American traditions resulting in awareness of transatlantic influences of both literary and contextual readings. In addition, the course acquaints students with rudimentary tools of literary scholarship including awareness of textual and historical scholarship and interdisciplinary and intercultural influences. Prerequisite: one literature course.

### EN 335

#### **Epic Literature and Mythology**

**(3 credits)**

(Alternate years 2016-2017)

A study of the imaginative tales of the Greeks and Romans (selections from *Metamorphoses*, the *Oedipus Cycle*, *The Iliad*, *The Odyssey*, and other works) and the uses of that mythology in Western literature. Students will read Greek and Roman versions of ancient myths and trace the transformation and interpretation of those myths in various texts—plays by Shakespeare and other dramatists, as well as modern novels and poetry. Prerequisite: one literature course.

### EN 336

#### **Sagas, Saints and Sonnets: Survey of Literatures in English 700 to 1600**

**(3 credits)**

(Alternate years 2016-2017)

This course surveys literature in English predominantly of the British tradition from Old English epic through the 16th century. Emphasis is placed on the development of genres, appreciation of the unique qualities of these early texts and on the historical, cultural, theological and aesthetic milieu of the periods within the 7th to 16th –century time span. In addition, the course acquaints students with rudimentary tools of literary scholarship including awareness of textual and historical scholarship and interdisciplinary and intercultural influences. Prerequisite: one literature course.

### EN/COMM/FA 350

#### **Creative Writing: Poetry and Fiction**

**(3 credits)**

Principles and strategies of creative writing techniques in the genres of poetry and fiction. Students will become acquainted with local and national writing and publishing resources. For the final project, students will work in one genre (poetry or fiction,) to complete a manuscript for submission to Warner Pacific's art and literary

journal, *Rocinante*. Repeatable to a total of six semester credits. May fulfill either Communications or participatory Fine Arts Core requirements. Prerequisites: EN 101, 200 or transfer equivalency.

### **EN/COMM/FA 351**

#### **Creative Writing: Creative Nonfiction**

**(3 credits)**

A workshop approach to the writing of nonfiction articles and other nonfiction forms for periodical magazines. Students will write to foster inquiry into topical issues, writing about lives, places, events, and ideas, whether scientific, ethical/philosophical, or historical. Repeatable to a total of six semester credits. May fulfill either Communications or participatory Fine Arts Core requirements. Prerequisites: EN 101, 200 or transfer equivalency.

### **EN/DR 360**

#### **Shakespeare**

**(3 credits)**

(Alternate years 2015-2016)

An in-depth study of selected sonnets and major plays, including comedy, history, and tragedy. Required of English majors. Prerequisite: one literature course or consent of instructor.

### **EN 370**

#### **Nature and Structure of the English Language**

**(3 credits)**

A general introduction to the principles of modern language study, including modern linguistic criteria and methodology. Special emphasis on the study of English structure and modern grammars. Required of English majors. Prerequisite: Sophomore class standing.

### **EN/COMM 385**

#### **Introduction to Critical Strategies**

**(3 credits)**

(Alternate years 2016-2017)

This introductory course acquaints students with critical lenses through which we perceive various “texts” in our world. Students will learn about critical approaches used prior to the post-modern movement, but the majority of the class time will be spent applying critical strategies promoted within the last fifty years to films and texts—both literary and non-literary. The strategies are broken into three main categories: emphasis on the text, emphasis on the source, and emphasis on the receiver. Prerequisite: EN 101.

### **EN/COMM 390**

#### **Visual Communication**

**(3 credits)**

(Alternate years 2015-2016)

This course begins by introducing basic principles of perception and visual interpretation, then moves into study of the dependent processes of visual communication and rhetoric in media and film studies, cultural studies, art, literature, electronic media, and the public spectacle. Some study will also be dedicated to the design of visual form and visual communication both in traditional and electronic formats. Prerequisites: Two Communications courses.

### **EN/COMM 450**

#### **Critical and Ethical Theory: Literature and Media**

**(3 credits)**

(Alternate years (2016-2017))

This course emphasizes the philosophical roots of theories for reading texts from an ethical perspective, and applies those theories to the issues raised in media

communications today. In the first half of the semester students will read primary texts of critical theory and apply those readings to a single literary text. The second half of the course will treat the issues involved in the ethics of journalistic writing. Grounded in the ethical critical theory read during the first half of the semester, students will explore questions media professionals confront when writing for publication, such as: What does freedom of the press mean? What is the fourth estate? What constitutes “news” and, once that definition is arrived at, is it ever ethical to withhold news from the public? Students will confront these questions through comprehensive reading, case studies, their own writing, the sharing of their thoughts through blogs and discussion. Prerequisite: COMM/EN 385.

## **EN 495**

### **Senior Research**

**(3 credits)**

(Alternate years 2016-2017)

Senior English majors will learn advanced research methods, and prepare a scholarly research paper on a text on which they have done extensive scholarly research and critical study. Students will learn advanced research methods via research activities/worksheets and formal writing. Students will pursue research through the following modules:

1. Identify and read closely a particular text to be the focus of research.
2. Complete a series of research activities about the research topic.
3. Compile an extensive bibliography and review of secondary literature.
4. Write a letter of submission to *The Explicator* or comparable scholarly venue.
5. Submit a completed 6 - 10-page document that complies to standards for publication submission.

## **FINE ARTS**

(Minor described on page 75.)

### **FA/COMM/EN 150**

#### **Creative Writing: Poetry and Fiction**

**(3 credits)**

Principles and strategies of creative writing techniques in the genres of poetry and fiction. Students will become acquainted with local and national writing and publishing resources. For the final project, students will work in one genre (poetry or fiction,) to complete a manuscript for submission to Warner Pacific’s art and literary journal, *Rocinante*. Repeatable to a total of six semester credits. May fulfill participatory Fine Arts Core Studies requirement. Prerequisite: EN 101 or transfer equivalency.

### **FA/COMM/EN151**

#### **Creative Writing: Creative Nonfiction**

**(3 credits)**

A workshop approach to the writing of nonfiction articles and other nonfiction forms for periodical magazines. Students will write to foster inquiry into topical issues, writing about lives, places, events, and ideas, whether scientific, ethical/philosophical, or historical. Reading and discussion of models; practice in finding ideas, using storytelling and creative writing techniques, gathering materials, incorporating research, and revising. Repeatable to a total of six semester credits. May fulfill participatory Fine Arts Core Studies requirement. Prerequisite: EN 101 or transfer equivalency.

### **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 to encourage the student to arrive at and communicate his/her own artistic judgments based on study, familiarity and experience. Prerequisite: EN 200.

### **FA/URB 235**

#### **The City and the Arts**

**(3 credits)**

(Alternate years 2016-2017)

In what way is the city “a theater of social action”, as Lewis Mumford declared it to be? This course examines the role of the arts and cultural expression in the development of urban culture. Students will explore the role of formal and informal theater, music, dance, including mime in the shaping of the city, with the City of Portland as a case study. Prerequisite: URB 140.

### **FA/MUS 242**

#### **Global Worship through the Arts**

**(3 credits)**

An overview of arts in worship related in biblical, historical, and cultural stories, MUS 242 explores the various ways in which the global and gathered worshipping church interacts with God. Music, dance, theatre arts, painting, sculpture, architecture, and symbols are studied in ancient, contemporary, and emerging contexts. The student will rediscover worship as a beautiful and diverse expression and design his or her own theologically informed approach toward the use of art in Christian worship today.

### **FA 300**

#### **Aesthetics**

**(3 credits)**

(Alternate years 2016-2017)

Aesthetic theory from classical Greece to the present. Fundamental principles such as aesthetic experience, art as form and expression, truth in art, morality and art, aesthetic quality. Issues addressed include: What is a work of art? What is the nature of beauty and how is it related to other values? What are the criteria of criticism? Prerequisite: EN 200.

### **FA/COMM/EN 350**

#### **Creative Writing: Poetry and Fiction**

**(3 credits)**

Principles and strategies of creative writing techniques in the genres of poetry and fiction. Students will become acquainted with local and national writing and publishing resources. For the final project, students will work in one genre (poetry or fiction,) to complete a manuscript for submission to Warner Pacific’s art and literary journal, *Rocinante*. Repeatable to a total of six semester credits. May fulfill either Communications or participatory Fine Arts Core requirements. Prerequisites: EN 101, 200 or transfer equivalency.

### **FA/COMM/EN 351**

#### **Creative Writing: Creative Nonfiction**

**(3 credits)**

A workshop approach to the writing of nonfiction articles and other nonfiction forms for periodical magazines. Students will write to foster inquiry into topical issues, writing about lives, places, events, and ideas, whether scientific, ethical/philosophical, or historical. Reading and discussion of models, techniques, gathering materials, incorporating research, and revising. Repeatable to a total of six semester credits. May fulfill either Communications or participatory Fine Arts Core requirements. Prerequisites: EN 101, 200 or transfer equivalency.

# HEALTH AND HUMAN KINETICS

(Major/Minor described on pages 83-87.)

## HHK 150

### Personal Health and Fitness

(2 credits)

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

## HHK 230

### Introduction to Health and Human Kinetics

(3 credits)

An introductory investigation of the profession of physical education. Study of the principles, philosophies, and history that form the values of the profession; the social, physical, and biological sciences that comprise the profession; and the local and national issues and trends that influence the profession. Included is a survey of the many career potentials available in the field. (This course does not meet core studies requirements.)

## HHK 240

### Nutrition

(3 credits)

Study of foods as related to health and nutritional diseases.

## HHK 300-309

### Professional Activities

(2 credits each)

A battery of courses designed to give the HHK major adequate preparation in the techniques of performance and instruction of activities essential to the physical education curriculum. Emphasis is placed on instructional methods and analysis of skilled movement, unit and lesson plan construction, and class organization. Included is a consideration of the physiological, psychological, and sociological implications of each activity. A beginning level of proficiency in each activity is assumed. Prerequisites: ED 250 (These courses do not meet Core Studies requirements.)

## HHK 300

### Professional Activities: Gymnastics, Tumbling, Stunts, Development Activities

(2 credits)

(As needed)

## HHK 301

### Professional Activities: Conditioning Methods

(2 credits)

(As needed)

## HHK 302

### Professional Activities: Aquatics, Body Mechanics

(2 credits)

(As needed)

## HHK 304

### Professional Activities: Individual and Dual Sports

(2 credits)

(As needed)

## HHK 306

### Professional Activities: Team Sports

(2 credits)

(As needed)

## HHK 307

### Professional Activities: Elementary P.E. Methods

(2 credits)

**HHK 308**

**Professional Activities: Rhythmics, Games** (2 credits)  
(As needed)

**HHK 309**

**Professional Activities: Wellness** (2 credits)  
(As needed)

**HHK 310**

**Motor Learning** (3 credits)  
(Alternate years 2015-2016)

A study of the neuropsychological aspects of human movement. Application of neuroanatomical and neurophysiological concepts to the understanding of learning, perception, motivation, memory, and variables affecting motor skill acquisition and performance. Prerequisites: BIO 221, 222

**HHK/HD 320**

**Human Sexuality** (3 credits)

An in-depth study of human sexuality including aspects of anatomical, physiological, personal, and social significance. Prerequisite: Sophomore class standing.

**HHK 325**

**Kinesiology** (3 credits)  
(Alternate years 2015-2016)

Study of the anatomical and bio-mechanical aspects of human motion with comprehensive attention to functional human anatomy. Prerequisites: BIO 221

**HHK 340**

**Current Health Issues** (3 credits)  
(Alternate years 2015-2016)

Investigation of a variety of current health issues leading the student to intelligent decisions in the purchase and use of health products and services. Prerequisite: Sophomore class standing.

**HHK 350**

**Care and Prevention of Athletic Injuries** (3 credits)  
(Alternate years 2015-2016)

Techniques of prevention, recognition, treatment, and rehabilitation of high incidence injuries in physical education and sports activities. Includes appropriate regional anatomy and implications of growth, development, and aging. Prerequisites: BIO 221

**HHK 360**

**Organization and Administration of Physical Education** (3 credits)  
(Alternate years 2016-2017)

Planning and organizing the use of facilities, equipment, budget, and personnel in the physical education, intramural, and interscholastic activity programs. Includes administration, public relations, legal liability, and curriculum development. Prerequisite: HHK 230 or consent of instructor.

**HHK 405**

**Independent Study** (1-4 credits)

Involves original research and writing and/or activity on a topic or project agreed upon by the instructor and the student. Consent of the instructor and Junior class standing

is required for Independent Study. A form for petition of Independent Study must be completed and approved by instructor and Department Chair.

### **HHK 460**

#### **Tests, Measurements and Evaluation in HHK (3 credits)**

(Alternate years 2016-2017)

Introduction to the basic statistics essential to measurement and evaluation in health and physical education including tests to determine classification, neuromuscular achievement, knowledge, power, endurance, and work capacity. Prerequisite: Junior class standing.

### **HHK 470**

#### **Adapted Physical Education (3 credits)**

(Alternate years 2016-2017)

Analysis of the physical education/activity needs of physically and/or mentally and/or emotionally handicapped individuals. Content includes nature of selected handicapping conditions, selection of appropriate activities, program design, mainstreaming, and evaluation. Prerequisites: HHK 230.

### **HHK 475**

#### **Exercise Physiology (4 credits)**

(Alternate years 2015-2016)

Study of the physiological aspects of human performance including basic nutrition and the metabolic, endocrine, neuromuscular, respiratory, and cardiovascular responses to exercise. Lecture and laboratory. Prerequisites: BIO 221, 222.

### **HHK 494**

#### **Internship (1-6 credits)**

A field work practicum proposed by the student, involving experience pertinent to physical education, exercise science or health fitness management. Pass/No Pass grade. Prerequisite: Instructor consent.

## **HEALTH CARE ADMINISTRATION**

(Major described on pages 63.)

### **HCA/COMM 270**

#### **The Context and Language of Health Care (2 credits)**

This course provides an understanding of the philosophy of health care and introduces key words that are crucial to working in the health care environment. Major forms of technological communication will be assessed including social networks.

### **HCA 301**

#### **Health Care Organization and Delivery (3 credits)**

This course provides an overview of the traditional health care system. The organization of clinics and hospitals are explored. Long-term care organizations as well as the businesses that relate to health care are examined. This course will include an experiential component exposing students to issues faced in the workplace. Prerequisite: Sophomore class standing.

### **HCA 302**

#### **Principles of Managed Care (3 credits)**

This course provides both an overview of the evolution of managed care in the US and a description of current managed care systems. The fundamental components of all



managed care organizations are examined. Infrastructures are studied and the roles of the various participants are explained. Prerequisite: Sophomore class standing.

### **HCA 303**

#### **Alternative Health Care**

**(3 credits)**

This course provides an overview of major Complementary and Alternative Medical (CAM) care resources and their management systems. Exploration of local alternative healing practices and institutions will be incorporated. Prerequisite: Sophomore class standing.

### **HCA/SOC 341**

#### **Introduction to the Professions, the Professional, and Professional Ethics**

**(3 credits)**

This course introduces the history of the professions with a focus on the health care professions. Other major professions will also be reviewed. An awareness of the cultural context will be explored and appropriate moral responses to professional concerns will be honed. The ethical expectations of a professional in American society will be sharpened. Major types of professionals in health care will be explored. This course will include an experiential component exposing students to issues faced in the workplace. Prerequisite: Sophomore class standing.

### **HCA/REL/SOC 352**

#### **Society, Health Care, and Bioethics**

**(3 credits)**

This course provides an overview of the American health care system with awareness of the social, bioethical, and business practices of those organizations. A history of Jesus' ministry and Christian health care will be offered. Other major world-wide systems will all be reviewed. Avenues of health care reform will be explored. Alternative medical practices will be reviewed. Prerequisite: Sophomore class standing.

### **HCA 402**

#### **Finances and Budgeting of Health Care Organizations**

**(3 credits)**

In this course students will study the fundamentals of financial management in health services, with emphasis on the financial environment, payment systems, discounted cash flow analysis, risk, financial statements, capital investments, capital budgeting, and Medicare & Medicaid regulations. These concepts are explicated in the light of decisions made by health care organizations by using accounting and finance theories, principles, and concepts most important to managers in the health care industry. Contemporary case studies will be used to illustrate the relationship between finance theory and organizational policy, including those for non-profit health care institutions. Prerequisite: Junior class standing.

### **HCA 403**

#### **Public Policy, the Law and Ethics in Health Care**

**(3 credits)**

This course introduces the student to the demands on health care of laws and regulations ranging from patient rights to corporate responsibilities. It covers concepts such as public policy, risk management, fraud and abuse, as well as a discussion of the Healthcare Administrator's role in organizational compliance, licensing, and accreditation. Health care regulatory agencies and state and federal agencies are examined as well as their impact on the operation of health care organizations. Prerequisite: Junior class standing.

### **HCA 404**

#### **Introduction to Public Health Administration**

**(3 credits)**

This course explores community and public health services in the well-being of a

population. Regulatory mandates promoting public and community health are explored. The interface among community and public health services and the overall health care industry is explored. Legal and ethical imperatives emergent in public health services are discussed. Financing options are explored recognizing the role of categorical fiscal resources. Health care promotion and prevention strategies are explored in concert with the role of health care institutions and the public sector. Health information data is utilized in the planning of a community and/or public health project. This course will include an experiential component exposing students to issues faced in the workplace. Prerequisite: Junior class standing.

### **HCA 412**

#### **Health Care Ethics**

**(3 credits)**

This course identifies ethical issues in health care. It is designed to encourage the student to clarify their personal ethics in as related to the field of health care. The various responsibilities involving the managing of individuals and groups whose ethics may be divergent are explored. The course encompasses a study of the Christian world view as it is applied to leadership situation. Prerequisite: Junior class standing.

### **HCA 450**

#### **Critical Issues in Health Care**

**(3 credits)**

This course serves as the capstone course which includes a project that provides the learner the opportunity to explore a self-selected critical issue in health care. The project may be problem focused in which the learner identifies a health care problem or issue and conducts research on the topic culminating in a proposed solution. The students will be expected to incorporate the concepts learned in prior coursework, specifically the health care ethics course, in their final project. Prerequisite: Junior class standing.

## **HISTORY**

(Majors/Minor described on pages 71, 75.)

### **HIS 201**

#### **History of the United States**

**(3 credits)**

A study of the political, social, and economic development of the United States from colonial times to the present. Offered as part of the Concurrent Enrollment program only.

### **HIS 206**

#### **Strangers Among Us: Immigration and the Borderlands**

**(3 credits)**

(Alternate years 2015-2016)

A study of the situations, reasons, and lives of immigrants throughout U.S. history, culminating in a historical perspective on contemporary issues surrounding immigration.

### **HIS 207**

#### **The Good, the Bad, and the Ugly: A History of the American Presidency**

**(3 credits)**

(Alternate years 2016-2017)

An examination of the theory and practice of the American Presidency by focusing on representative examples from history. Key issues to be addressed within the course include the role of circumstance in the success of a president, contemporary versus historical evaluations of a president, and the influence of a president beyond the world of politics.

## **HIS 208**

### **U.S. History through Film**

**(3 credits)**

(Alternate years 2015-2016)

This course begins with an acknowledgment that the American public's understanding of history is profoundly shaped by the mass media of television and cinema. This course further examines prominent examples of historical events portrayed in media, placing the examples within their own historical contexts as well as assessing their historical accuracy.

## **HIS 216**

### **Royals and Revolutionaries:**

#### **The English, French and Russian Revolutions**

**(3 credits)**

(Alternate years 2015-2016)

An examination of the causes and consequences of these three momentous events in European history. The course places emphasis on the similarities and differences among these three as well as the context in which each occurred.

## **HIS 221**

### **Apartheid and Genocide in 20th-Century Africa**

**(3 credits)**

(Alternate years 2016-2017)

A study of the conflicts, personalities, consequences, and reconciliations in the histories of Africa in the twentieth century.

## **HIS 222**

### **Latin American Politics and Social Change**

**(3 credits)**

(Alternate years 2016-2017)

A study of political and social change resulting from the interactions between the various peoples of Latin America and their governments from the European encounter with the Americas to the present.

## **HIS 223**

### **China and the West**

**(3 credits)**

(Alternate years 2015-2016)

A study of China's religious, political, economic, and social interactions with Europe and the United States from the time of Marco Polo to the present, with concerted attention to China's place in the world today.

## **HIS/REL 260**

### **History of Religion in the United States**

**(3 credits)**

(Alternate years 2015-2016)

An historical examination of the American religious experience by looking at the interplay of culture and religion. Available on a Pass/No Pass basis.

## **HIS 306**

### **Seminar in U.S. History**

**(3 credits)**

(Alternate years 2015-2016)

An in-depth study of the political, social, and economic development of the United States from colonial times to the present with concerted focus on primary documents and the most important historical debates. Prerequisite: Successful completion of one lower-division history course.

**HIS 316****Seminar in European History****(3 credits)**

(Alternate years 2016-2017)

An in-depth study of the emergence of the great powers, including the social, economic, political, philosophical, and cultural development of Europe with concerted focus on primary documents and the most important historical debates. Prerequisite: Successful completion of one lower-division history course.

**HIS 321****Seminar in World History****(3 credits)**

(Alternate years 2016-2017)

An in-depth study of the interconnection of significant events, issues, people, and ideas that have shaped the human experience, including histories of Europe, Asia, Africa, Oceania, and the Americas, with concerted focus on primary documents and the most important historical debates. Prerequisite: Successful completion of one lower-division history course.

**HIS/REL 330****Church History I: Early and Medieval Persecution, Power, and Peoples****(3 credits)**

This course is a study of the development of Christian thought from the apostolic age up to the Reformation. As such, it explores the tensions and influences historical events, figures, and contexts have contributed to the life and thinking of the Christian Church and the various ways the Church has adapted and responded in the process. Prerequisite: Sophomore class standing.

**HIS/SOC 340****Ethnic Relations in America****(3 credits)**

A study of racial and ethnic minorities, group conflicts, and problems of human and cultural interaction. The emphasis is on seeing ethnic relations in their historical context and noting techniques that have brought progress and cooperation. Prerequisite: Sophomore class standing.

**HIS 360/REL 370****Church History II: Holiness, Denominationalism, and Recent Theological Movements****(3 credits)**

This course is designed to continue the work begun in History of Christianity and Christian Thought (REL 330) tracing the development of Christian thought where that course left off, from the sixteenth century reformations and continuing to the present. As such, it explores the tensions and influences historical events, figures, and contexts have contributed to the life and thinking of the Christian Church and the various ways the Church has adapted and responded in the process. It will pay particular attention to the rise and development of various protestant denominations, including those which emerged during the holiness movement as well as the variety of theological movements emerging around the globe during the twentieth and twenty-first centuries. Prerequisite: Sophomore class standing.

**HIS/URB 370****History of the American City****(3 credits)**

(Alternate years 2016-2017)

Traces the evolution of urban centers from the colonial period to the present. Focuses on the developing systems of cities, on growth within cities, and on the social formations that have grown up within and around urban centers. Particular attention is given to the

industrial and modern eras, the history of Portland, and living in cities of the future.

Prerequisite: Sophomore class standing.

### **HIS 485**

#### **Historiography**

**(3 credits)**

(Alternate years 2015-2016)

A study of research methods, writing skills, interpretative analysis, and the philosophies of major historians. Prerequisite: Successful completion of six semester credits in history.

## **HUMAN DEVELOPMENT**

(Majors/Minor described on pages 94-95, 99.)

### **HD 230**

#### **Life Span Human Development**

**(3 credits)**

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

### **HD 311**

#### **Prenatal through Early Childhood Development**

**(3 credits)**

A study of human development from conception through early childhood utilizing developmental theories and current research in assessing children's cognitive, social, emotional, physical and spiritual domains and socio-cultural contexts. Attention is given to developmentally appropriate practices for parents and teachers. Prerequisite: PSY 140/141.

### **HD 312**

#### **Mid-Child through Adolescent Development**

**(3 credits)**

A study of 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. Prerequisite: PSY 140/141.

### **HD 313**

#### **Adult Development, Aging and Dying**

**(3 credits)**

A study of the physical, mental, social, emotional, and spiritual adjustments of healthy adult life from young adulthood through the 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. Also explored will be issues of transition, loss, death, and dying. Prerequisite: PSY 140/141.

### **HD 314**

#### **Parenting Through the Life Cycle**

**(3 credits)**

This course is a participatory learning experience for parents, those planning on being parents, and those who will teach parents to understand and gain the needed skills and responsibilities of being a parent. Students will learn, through a number of sources and projects, about parenting through the life span, various parent education strategies, and parenting dynamics in a diverse culture and with various family types and issues. Prerequisite: Sophomore class standing.

## **HD/HHK 320**

### **Human Sexuality**

**(3 credits)**

This course is a study of human sexuality addressing biological, social, emotional, cognitive, and spiritual aspects. Sexuality, encompassing all that we are as females and males, will be taught from a holistic framework. The overall goal of the course is that students be more knowledgeable with the content, more aware of the problematic issues, more ready to discuss sexuality, better able to live intentionally as a healthy sexual being and more available to help others who need information and resources. Prerequisite: Sophomore class standing.

## **HUMANITIES**

### **HUM 210**

#### **Humanities Colloquy: Science in Society**

**(3 credits)**

An interdisciplinary approach to questions about the relationship between science and society. Students will explore the nature of both the individual's and society's responsibility in the understanding and application of science with reference to ethics, technology and social justice. Readings in foundational perspectives in moral philosophy are applied to current issues such as the role of science in: world health issues, race and gender, and art and creativity. Students will pursue a project that focuses on ethical aspects of a selected topic. Prerequisite: EN 200.

### **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. Prerequisite: EN 200.

### **HUM 212**

#### **Humanities Colloquy: Earthkeeping**

**(3 credits)**

An interdisciplinary approach to understanding the cultural and scientific aspects of ecological and environmental issues through developing a common ecological vocabulary bridging disciplines; examining the scientific, religious, and cultural debates that surround the concept of deep ecology; describing how theories of nature and of human nature relate to current ecological issues; and examining globalization and commodification in an effort to understand how human societies relate to natural systems. Prerequisite: EN 200.

### **HUM 213**

#### **Humanities Colloquy: Politics and People of the Book**

**(3 credits)**

"Politics and the People of the Book" asks the central question: what is the proper role of religion in politics? By reading the most significant contributions of Christian thinkers to the question from the Western tradition, being exposed to responses from the Christian non-West, and seeing parallels in the Jewish and Islamic traditions, students will see the breadth and complexity of the question and its various answers. Prerequisite: EN 200.

### **HUM 310**

#### **Humanities Colloquy: Faith, Living and Learning**

**(3 credits)**

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 self, society, the world, the cosmos, and the like.  
Prerequisite: EN 200.

### **HUM 391, 392, 393**

#### **Humanities Internship**

**(2-5 credits)**

Student works and learns under supervision in an approved internship with an agency, program, or institution. Application and integration of interdisciplinary knowledge, theory, and understanding. Prerequisites: Junior class standing, 2.8 GPA, consent of instructor and department chair. Pass/No Pass grade. (Generally, students need to plan schedules so as to spend a concentrated amount of time [at least six hours/week, preferably 10-15 weeks] in a semester or summer placement. [45 hours of consultation, travel, and internship activities = one credit.]) Must be prearranged one term in advance of placement.

### **HUM 410**

#### **Senior Humanities Seminar**

**(3 credits)**

An exploration from a humanities perspective of personal, social, ethical, and religious issues related to selected disciplines in the student's liberal arts experience. Student produces a formal paper that 1) identifies an issue constant to the human condition and 2) examines that issue via synthesis through the lenses of at least three academic disciplines. Prerequisites: EN 200 and HUM 310 or consent of seminar director. Students who are required to take 200-level and 300-level Humanities series courses must complete those courses before entering HUM 410.

## **JOURNALISM**

(Communication Major/Minor described on page 69, 74.)

### **JL/COMM 125**

#### **Art and Literary Journal Production**

**(1 credit)**

Class is comprised of the staff that produces the college art and literature journal, *Rocinante* spring semester. The emphasis of the course is on the process for producing a book. Students will learn basic InDesign skills, become acquainted with basic level copy-editing knowledge, understand the "parts" of a book, e.g., "front matter," become exposed to design principles, take part in selection of art and literary pieces for the content of the journal and determine the sequencing of the chosen pieces, participate in negotiations with an outside printer for the journal and host a release party for the journal at the end of the spring semester. Open to all students regardless of prior desk-top publishing experience. COMM/JL 125/325 may be repeated to a maximum of 7 credits. (Does not fulfill Core Communications requirement.)

### **JL/COMM 210**

#### **Journalism Principles and Techniques**

**(3 credits)**

(Alternate years 2016-2017)

Students in this course will practice the techniques of information gathering and writing in various journalistic styles (news stories, features, editorials/columns). Students will develop a variety of research and interviewing skills, as well as the ability for perceptive observation. Students will learn to write tightly, clearly, and colorfully,—and discern how to tailor their writing to different target audiences. Fulfills the elective for the Communication Core requirement and is required for the Communications major. Prerequisite: EN 101 or instructor consent.

## **JL/COMM 211**

### **Copy Editing and Publication Design**

**(3 credits)**

(Alternate years 2015-2016)

An overview of the editorial process and the basic tools and tasks of the copy editor. Students will learn to edit print media for clarity, concision, accuracy, grammar and stylebook conventions, and will also become familiar with the basic design principles for newspapers, magazines, and newsletters. Prerequisite: COMM 210 or equivalent, or consent of instructor.

## **JL/COMM 320**

### **Publication Editing**

**(3 credits)**

Emphasis on the skills needed to coordinate the work of others as well as the planning and implementation needed to produce campus publications: the *Beacon*, *Rocinante*, and the *Knight Times*. Course is required for students who wish to serve as editor of one of these campus publications. Some previous production experience and basic technical skills is expected, although the course will further hone skills in file management, template design, layout, and image manipulation. (Does not fulfill core communication requirement.) Prerequisite: JL/COMM 115/315, JL/COMM 125/325, JL/COMM 210 or JL/COMM 211.

## **JL/COMM 325**

### **Advanced Art and Literary Journal Production**

**(1-2 credits)**

The class is comprised of the staff that produces the college art and literature journal, *Rocinante*. Students registering for the upper-division number, COMM/JL 325 must have served on the journal staff before or in a comparable position in another situation. Students registering for JL 325 are expected to have leadership positions on the editorial staff. If possible, they are expected to have taken Publication Editing a fall semester prior to the semester they would be on the *Rocinante* staff at the upper-division (325) level. The course may be repeated up to a maximum of seven (7) credits. (Does not fulfill Core Studies Communication requirement.)

## **JL/COMM 335**

### **Newsmagazine Production**

**(1-3 credits)**

Additional work beyond COMM/JL 210 and COMM/JL 211 to support production of the student publication on campus. Students will commit to a particular reporter beat or production role for the publication. Multi-year commitment is encouraged; may be repeated to a maximum of 6 credits. (Does not fulfill Core Studies Communications requirement.) Prerequisite: COMM/JL 210 or 211 or instructor consent.

## **MATHEMATICS**

### **MA 95**

#### **Intermediate Algebra**

**(3 credits)**

(Fall semester)

This course covers concepts and skills of algebra including linear equations, functions, graphs, polynomials, factoring, rational expressions, radicals, and other topics. Prerequisite: Two years of high school math, including one year of algebra and one year of geometry or two years of integrated math. This course is appropriate for students who do not yet feel prepared to take MA 111, College Algebra or another higher level math course. Does not fulfill core studies requirements for math.



**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.

Prerequisite: A minimum of two years of high school math, including one year of algebra and one year of geometry or two years of integrated math. An appropriate course for students who are not required to take any other math for their majors.

**MA 111****College Algebra****(3 credits)**

College Algebra is a study of functions including linear and non-linear functions, inverse functions, and systems of equations. Graphing calculators are used to present topics and help solve problems throughout the course. Prerequisite: MA 95 or two years of algebra in high school or three years of integrated math in high school and a grade of A or B in the last math class taken. Credit cannot be earned for both MA 111 and MA 115.

**MA 112****Trigonometric and Algebraic Concepts****(3 credits)***(As needed)*

A study of the trigonometric functions, their inverses, graphs, and applications; analytic geometry including conic sections and polar coordinates. Graphing calculators are used to present topics and help solve problems throughout the course. Prerequisite: MA 111 or consent of instructor.

**MA 115****Precalculus****(4 credits)**

Precalculus is the study of functions: polynomial, rational, exponential, logarithmic, and trigonometric. Functions are examined through problem solving, graphing, and applications (with the aid of graphing calculators). Prerequisites: successful completion of at least two years of high school algebra or Intermediate Algebra. Prerequisite: MA 95 or two years of algebra in high school or three years of integrated math in high school and a grade of A or B in the last math class taken. Credit cannot be earned for both MA 111 and MA 115.

**MA 205****Independent Study****(1-4 credits)**

As needed, to meet requirements that cannot be satisfied by means of the regular offerings.

**MA 211****Fundamentals of Elementary Mathematics****(3 credits)**

A course for prospective elementary and middle school teachers with a focus on problem solving. Topics include the development of number systems, from whole numbers to real numbers. Other possible topics include geometry, measurement, statistics, and probability. Prerequisite: Two years of high school math (including one year of algebra and one year of geometry or two years of integrated math) or MA 95.

**MA 241****Mathematics for Business and the Social Science****(3 credits)***(As needed)*

An introduction to differential and integral calculus, this course is intuitive and the

approach emphasizes applications. Although this is intended as a terminal course, the interested student may subsequently continue with the more rigorous and extensive MA 251, 252, and 253 sequence. Students may not receive credit for this course if they already have credit for MA 251. Prerequisite: MA 111 or the equivalent.

### **MA 251**

#### **Calculus I**

**(4 credits)**

This course is an introduction to differential and integral calculus. Topics include limits and continuity, applications of the derivative, and the fundamental theorem of calculus. Graphing calculators are used to present topics and help solve problems throughout the course. Prerequisites: MA 111/112/115 or equivalent.

### **MA 252**

#### **Calculus II**

**(4 credits)**

Topics include the application of integration, the calculus of exponential, logarithmic, trigonometric, and hyperbolic functions, integration techniques, improper integrals, polar coordinates, parametric forms, and infinite series. Prerequisite: MA 251.

### **MA 253**

#### **Calculus III**

**(4 credits)**

(As needed)

This course includes topics in vector calculus such as lines, planes, and space curves in vector form, partial differentiation, multiple integration, and vector analysis. Prerequisite: MA 252.

### **MA 342**

#### **Statistical Methods**

**(4 credits)**

An introductory course in descriptive and inferential statistics, including the practice of hypothesis testing, linear regression, and analysis of variance. Prerequisite: MA 95 or equivalent.

## **MISSIONS**

(Minor described on page 91.)

### **MIS 240**

#### **Introducing Cross-Cultural Ministry**

**(3 credits)**

(Alternate years 2016-2017)

This course is designed to provide an introduction to cross-cultural ministry. As such, biblical, theological, strategic, and cultural perspectives of Christian missions in the world will be addressed. Emphasis will be placed on the cross-cultural worker, missionary adjustment and other issues related to the task of cross-cultural ministry.

### **MIS 335**

#### **Discipleship in a Cross-Cultural Context**

**(3 credits)**

(Alternate years 2016-2017)

A course aimed at developing leadership in the practice of person-to-person and corporate communication of the Gospel to the end that followers of Jesus Christ are secure and led in the process of becoming fully devoted disciples: thinking, acting, and relating in a Christian manner. Particular attention will be given to how this process is facilitated in a cross-cultural context. Prerequisite: Sophomore class standing.

## **MIS 370**

### **Ministering in a Cross-Cultural Setting**

**(3 credits)**

(Summer semester)

This course will focus on practical exploration of ministry in a cross-cultural setting. Guided and supervised cross-cultural missions experiences are designed to provide student the opportunity to increase cross-cultural understanding and adaption, explore of ministry skills implementation and competency, and engender servant-hearted leadership. The exploration will be done under the supervision of a qualified professional Christian mentor. This five-week cross-cultural internship provides the student the opportunity to merge theoretical knowledge with hands-on experience in a cross-cultural setting. NOTE: Because of the intensive, immersion nature of this course it is only offered in the summer. Prerequisites: MIS 240, MIS 335, SS 335, REL 310.

## **MIS 410**

### **Biblical Theology of Missions**

**(3 credits)**

(Alternate years 2015-2016)

An examination of the biblical story as it appears in both Old and New Testaments with an intent to discover the undergirding missiological themes, concepts, principles, and mandates that define and shape the people of God and that propel them into obedient witness and service among the nations. The Christocentric nature of the missionary method, message, and task will be stressed. Prerequisite: Junior class standing.

## **MIS 450**

### **Current Issues in Christian Missions**

**(3 credits)**

(Alternate years 2015-2016)

An overview and exposure to various theological and biblical issues confronting the missionary enterprise of the church today. The focus of the course, however, will deal with the practical issues confronting the missionary as global citizen, church representative, and evangel of Christ. Topics such as social action versus evangelism, development, contextualization, globalization, and missionary recruitment, retention, and care will be addressed. Prerequisite: Junior class standing.

## **MUSIC**

(Majors/Minor described on pages 76-81.)

### **MUS 100G**

#### **Class Guitar**

**(2 credits)**

Techniques of guitar playing: chords, method, fingerpicking accompaniment, flatpicking style, and strumming rhythms. Elementary sight reading of music and guitar tablature, introduction to music theory for transposing, transcribing, and editing church music from piano/organ music to guitar music.

### **MUS 100P**

#### **Class Piano Level One**

**(2 credits)**

Instruction in elementary sight reading, rhythm, fingering, and pedaling. Open both to majors with no keyboard experience and to non-majors. Available on a Pass/No Pass basis. Requires three hours per week of private practice.

### **MUS 100V**

#### **Class Voice**

**(2 credits)**

Techniques of singing: tone production, breathing, diction, performance skills, appropriate repertoire, and song interpretation, as well as sight reading skills.

## **MUS 101-104/201-204/301-304/401-404**

### **Applied Music**

**(1 credit)**

Private lessons in respective areas of voice, keyboard, guitar, strings, wind, brass, or percussion instruments. Both music major and non-major students pay the college for the cost of academic credit and a fee for individual lessons. Performance in a Friday Arts program is expected, unless excused by applied instructor in writing. Stated level repertoire must be satisfied through jury evaluation before advancement to next level can be achieved. MUS 302 must be completed to satisfy requirements of all music majors, except Music Business and Music and Youth Ministries, which require successful completion of MUS 202.

## **MUS 110**

### **Experiencing the Basics of Music**

**(2-3 credits)**

A hands-on introduction to the fundamental facts and skills of music, geared specifically to the non-major. Examination of rhythmic and pitch notation, and the ways in which they are combined to make music. Students will learn to read music, to listen to it for more understanding and pleasure, and to be familiar enough with the keyboard for basic note reading. No previous background required. Available on a Pass/No Pass basis

## **MUS 114/314**

### **Concert Choir**

**(1-2 credits)**

Study and performance of representative sacred and secular choral literature. Prerequisite: Audition and commitment to annual tour. Course may be repeated.

## **MUS 115/315**

### **Wind Ensemble**

**(1-2 credits)**

Study and performance of representative concert band literature. Open to all students with previous instrumental experience. Prerequisites: Audition and commitment to annual tour and full-year participation. Course may be repeated.

## **MUS 116/316**

### **Chamber Ensemble**

**(1 credit)**

Study and performance of representative chamber ensemble literature. Membership selection is based on the particular instruments needed to form ensembles and by audition. Course may be repeated.

## **MUS 117/317**

### **Jazz Band**

**(1 credit)**

A performance ensemble for musicians wishing to develop their jazz playing and improvisation. Course may be repeated.

## **MUS 118/318**

### **Warner Chorale**

**(1-2 credits)**

Select group of mixed voices chosen from membership of Concert Choir. Prepares and performs selected choral chamber literature and representative sacred ensemble literature. Performs 1-2 concerts per month for community organizations and churches, in addition to annual tour with Concert Choir. Prerequisite: Audition. Course may be repeated.

## **MUS 119/319**

### **Vocal Jazz Ensemble**

**(1 credit)**

Study and performance of representative vocal jazz charts. Course may be repeated.

**MUS 120/320****Warner Concert Chorale****(1 credit)**

Designed for adult learners and evening students, this course emphasizes the participation of students in a choral experience suitable for its membership. May combine with Concert Choir for performances of larger choral works. Course may be repeated.

**MUS 121, 122****Theory I, II****(3, 3 credits)**

Study, analysis, and application of the basic materials of Western music through seventh and secondary dominant chords. Includes introduction to counterpoint. Usually taken concurrently with MUS 121B, 122B.

**MUS 121B, 122B****Aural Skills I, II****(1, 1 credit)**

Development of aural acuity through sight singing and intervallic, melodic, rhythmic, and harmonic dictation. Meets twice weekly. Usually taken concurrently with MUS 121, 122.

**MUS 205/305/405****Independent Study****(1-4 credits)**

Involves original research and writing on a topic or project agreed upon by the instructor and the student. A form for petition of Independent Study must be completed and approved by the instructor and Department Chair.

**MUS 221, 222****Theory III, IV****(3, 3 credits)**

Continuation of MUS 122A Theory. Secondary dominant chords, sequence, extended chords, modulations, Neapolitan 6th, augmented 6th chords, and other chromatic chords are covered. Also includes study of modal polyphony and twentieth century compositional techniques. Usually taken concurrently with MUS 221B, 222B.

**MUS 221B, 222B****Functional Keyboard Skills I, II****(1, 1 credit)**

Development of a functional use of tonal harmony through keyboard applications. This class constitutes the final preparation for the required exam in keyboard proficiency required for every music major. Meets twice weekly. Usually taken concurrently with MUS 221, 222.

**MUS 240****Introduction to Worship Arts Leadership****(2 credits)**

An introductory course to worship arts leadership for those interested in participation in music ministry and worship leadership, as well as a beginning course for students considering the Worship Arts Leadership major. Designed to be a practicum type of learning experience to prepare for congregational worship leadership, in addition to the study of the role of music in worship, worship resources, and consideration of appropriate music resources and techniques.

**MUS 241****Introduction to Music Literature****(2 credits)**

Development of understanding and thoughtful enjoyment of music through the study of its elements, forms, and historical styles. Required of all music majors, but also may be taken by non-majors interested in gaining a broad appreciation for the art of music.

## **MUS/FA 242**

### **Global Worship through the Arts**

**(3 credits)**

An overview of arts in worship related in biblical, historical, and cultural stories, MUS 242 explores the various ways in which the global and gathered worshipping church interacts with God. Music, dance, theatre arts, painting, sculpture, architecture, and symbols are studied in ancient, contemporary, and emerging contexts. The student will rediscover worship as a beautiful and diverse expression and design his or her own theologically informed approach toward the use of art in Christian worship today.

## **MUS 250**

### **Introduction to Audio Recording**

**(2 credits)**

Study of and experience in basic skills related to the art of recording sound.

## **MUS 260/460**

### **Jazz Improvisation**

**(2 credits)**

Introduction to improvisational techniques through ear training, rhythmic drills, scale studies, and chord progressions with application to tunes. Additional requirements for 460 level.

## **MUS 283**

### **Vocal Techniques**

**(2 credits)**

Basic techniques for teaching vocal music in the schools. Concentration on methods of vocal development and suitable range, repertoire, and literature, from young child through adult.

## **MUS 301C, 302C, 401C, 402C**

### **Applied Music: Composition**

**(1 credit)**

Composing of original compositions for choral, instrumental, and/or mixed media. Both music major and non-major students pay the college for the cost of academic credit and a fee for individual lessons. Requires performance of at least one student composition in a Composers Forum. Prerequisite to MUS 301C: MUS 202V/I/P (voice, instrument, or piano).

## **MUS 301T**

### **Applied Music: Woodwind Techniques**

**(1 credit)**

Basic techniques for teaching woodwind instruments in the schools. Both music major and non-major students pay the college for the cost of academic credit and a fee for individual lessons.

## **MUS 302T**

### **Applied Music: Brass Techniques**

**(1 credit)**

Basic techniques for teaching brass instruments in the schools. Both music major and non-major students pay the college for the cost of academic credit and a fee for individual lessons.

## **MUS 303T**

### **Applied Music: String Techniques**

**(1 credit)**

Basic techniques for teaching string instruments in the schools. Both music major and non-major students pay the college for the cost of academic credit and a fee for individual lessons.

**MUS 304T****Applied Music: Percussion Techniques****(1 credit)**

Basic techniques for teaching percussion instruments in the schools. Concentrated study on snare drum with an introduction to other members of the percussion family. Both music major and non-major students pay the college for the cost of academic credit and a fee for individual lessons.

**MUS 322****Form and Analysis****(2 credits)**

(Alternate years 2015-2016)

Study of sectional forms including binary, ternary, theme and variation, sonata, rondo, and sonata-rondo forms as used in music of the 18th-19th centuries. The student demonstrates an active knowledge of these forms through the writing of a sonata in four movements. Prerequisite: Sophomore class standing.

**MUS 330****Conducting Skills****(2 credits)**

Skill building in the basic techniques of conducting. Emphasis on gestures, rehearsal techniques, score reading and practical applications. Prerequisite: Sophomore class standing.

**MUS 331****Choral Conducting****(2 credits)**

(Alternate years 2015-2016)

Study and experience in applying the basic principles of conducting to choral literature. Includes conducting experience with live ensembles. Prerequisite: MUS 330. Concert Choir membership desirable.

**MUS 332****Instrumental Conducting****(2 credits)**

(Alternate years 2016-2017)

Study and experience in applying the basic principles of conducting to band and orchestral literature. Includes conducting experience with live ensembles and recorded music. Prerequisite: MUS 330. Wind Ensemble membership desirable.

**MUS 341, 342****Music History I, II****(3, 3 credits)**

An intensive study of Western music from its beginnings to the present day. Emphasis on the development of music history research techniques. Prerequisite: MUS 241.

**MUS 383****Resources for Worship Arts Leadership****(3 credits)**

(Alternate years 2016-2017)

Study of methodology and survey of resources and materials for the total church worship program, including children's and youth choirs, adult choirs and ensembles, handbell, keyboard and instrumental programs. Prerequisite: Sophomore class standing.

**MUS 384****Vocal and Choral Diction****(3 credits)**

(Alternate years 2016-2017)

Study of the rules for an practices of singer's vocal literature in the standard foreign languages of vocal Art Music (e.g., Italian, French and German, and Latin), as it is

applicable in the repertoire of sacred vocal literature, particularly in the genres of oratorio and appropriate sacred solo repertoire. The course includes a review of the rules for English vocal diction. The IPA (International Phonetic Alphabet) is the basis for the diction principles for each language studied. Prerequisite: Sophomore class standing.

### **MUS 385**

#### **Pedagogy with Internship**

**(2 credits)**

(Alternate years 2016-2017)

A study of teaching methods and materials for the student preparing to teach in the private studio. Observation and practice teaching with supervision in the student's major instrument. Prerequisite: Attainment of at least the 200-level of competency on a major instrument.

### **MUS 395**

#### **Chapel Internship**

**(1 credit)**

Supervised field experience in Warner Pacific College chapel services. Prerequisites: Junior class standing and consent of instructor. Course may be repeated.

### **MUS 399**

#### **Junior Recital**

**(1 credit)**

Public performance of at least 40 minutes of music (excluding applause, intermission, and other non-performance activity). Repertoire to be selected with aid and approval of applied instructor and to include literature in English, Italian, German and French for vocal majors. Prerequisite: Achievement of MUS 302 level of competency and jury approval one semester before recital date.

### **MUS 421**

#### **Scoring and Arranging**

**(3 credits)**

(Alternate years 2015-2016)

Techniques of arranging music for various vocal and choral combinations, and scoring music for small and large instrumental ensembles. Prerequisite: MUS 222.

### **MUS 422**

#### **Twentieth and Twenty-first Century Compositional Techniques**

**(2 credits)**

(Alternate years 2015-2016)

Analysis of significant 20th and 21st-century musical works and composition using various techniques including parallelism, whole tone and pentatonic scales, synthetic scales, serialism, and electronic music. Prerequisite: MUS 222.

### **MUS/PM/REL 443**

#### **Planning and Leading Worship**

**(3 credits)**

(Alternate years 2015-2016)

An exploration of the crafting, rehearsing, and implementing of the Christian worship event. Attention will be given to seven primary roles required of the effective worship arts leader. Supervised guidance will be given to students as they prepare, produce, and present a gathered worship experience. Prerequisite: MUS 242.

### **MUS 495**

#### **Internship in Worship Arts Leadership**

**(1 credit)**

Supervised field experience in approved church worship programs with seminar sessions. Prerequisites: Junior class standing and consent of instructor. Course may be repeated.



## **MUS 499**

### **Senior Recital**

**(1 credit)**

Public performance at least 60 but no more than 75 minutes of music (excluding applause, intermission, and other non-performance activity). Repertoire to be selected with aid and approval of applied instructor and to include literature in English, Italian, German and French for vocal majors. Prerequisite: Achievement of MUS 402 level of competency and jury approval one semester before recital date.

## **PASTORAL MINISTRIES**

### **PM 345**

#### **Proclaiming God's Word**

**(3 credits)**

(Alternate years 2016-2017)

A laboratory course providing methods and introductory techniques of sermon preparation. A variety of sermon construction types will be studied and students will have opportunity to preach with student and instructor evaluation. Prerequisite: Sophomore class standing.

### **PM/URB 410**

#### **Urban Ministry**

**(3 credits)**

(Alternate years 2015-2016)

The role of ministry in the urban context, through both church-based and para-ecclesiological organizations, is examined sociologically with the purpose of understanding the city and how the church can engage in ministry relevant to society. Topics such as multicultural ministry, an urban audit, ministry to diverse population groups, the role of the Internet in ministry, and the church as a social service agency, are some of the topics addressed. Prerequisite: URB 140 or consent of the instructor.

### **PM/MUS/REL 443**

#### **Planning and Leading Worship**

**(3 credits)**

(Alternate years 2015-2016)

An exploration of the crafting, rehearsing, and implementing of the Christian worship event. Attention will be given to seven primary roles required of the effective worship arts leader. Supervised guidance will be given to students as they prepare, produce, and present a gathered worship experience. Prerequisite: MUS 242.

### **PM 510**

#### **Urban Ministry**

**(3 credits)**

(Alternate years 2015-2016)

The role of ministry in the urban context, through both church-based and para-ecclesiological organizations, is examined sociologically with the purpose of understanding the city and how the church can engage in ministry relevant to society. Topics such as multicultural ministry, an urban audit, ministry to diverse population groups, the role of the Internet in ministry, and the church as a social service agency, are some of the topics addressed.

### **PM 511**

#### **Christian Leadership**

**(3 credits)**

(As needed)

An overview and exposure to leadership theories and styles with particular attention given to leadership in the Church. This is a capstone course for majors.

## **PM 535**

### **Evangelism and Discipleship**

**(3 credits)**

(Alternate years 2016-2017)

A course aimed at developing leadership in the practice of person-to-person and corporate communication of the Gospel to the end that followers of Jesus Christ are secured and led in the process of becoming fully devoted disciples: thinking, acting and relating in a Christian manner.

## **PM/ REL 543**

### **Planning and Leading Worship**

**(3 credits)**

(Alternate years 2015-2016)

An exploration of the crafting, rehearsing, and implementing of the Christian worship event. Attention will be given to seven primary roles required of the effective worship arts leader. Supervised guidance will be given to students as they prepare, produce, and present a gathered worship experience. Prerequisite: MUS 242.

## **PM 545**

### **Proclaiming God's Word**

**(3 credits)**

(Alternate years 2016-2017)

A laboratory course providing methods and introductory techniques of sermon preparation. A variety of sermon construction types will be studied and students will have opportunity to preach with student and instructor evaluation.

## **PHILOSOPHY**

(Minor described on page 74.)

### **PHIL 201**

#### **Introduction to Philosophy**

**(3 credits)**

The course introduces the beginning student to the discipline, vocabulary, and principal issues of philosophy. The course places emphasis on philosophy as a timeful process and practice. It uses the writings of both classic and contemporary philosophers to illustrate the historical movement of thought.

### **PHIL 211**

#### **Introduction to Logic**

**(3 credits)**

(Alternate years 2015-2016)

A study of the structures of good and orderly reasoning. Students learn to avoid fallacious reasoning and to evaluate the rhetoric of others when dealing with everyday problems. The course is designed to help students think clearly and to appreciate the complexity of language. Prerequisite: EN 200.

### **PHIL/SRM 250**

#### **Sports Ethics**

**(3 credits)**

(Alternate years 2015-2016)

This course is designed to prepare students to make decisions in sports based on professional ethics and standards of practice. Topics will include issues across age ranges and skill levels as well as issues within the private sector.

### **PHIL 300**

#### **Ethics**

**(3 credits)**

Introduces students to philosophical exploration of some of the major themes in western ethical theory. It identifies key issues evoking and informing western ethical theory

and influential frameworks within which these issues have been addressed. The course involves a close reading of texts to deepen our understanding of life as an ethical pilgrimage. Prerequisite: Sophomore class standing.

### **PHIL 350**

#### **History of Western Philosophy**

**(3 credits)**

(Alternate years 2016-2017)

The course surveys the significant figures, movements and ideas of Western Philosophy within its cultural contexts. Beginning with three major Greek philosophers the course then looks at strands of Christian influence in late antiquity and the medieval period, attends to the influence of the Renaissance and the major philosophers of modernity. The course concludes by considering the philosophical seeds of post-modernity in significant figures in the nineteenth century. Prerequisite: EN 200.

### **PHIL 379**

#### **Major Philosophers**

**(3 credits)**

Intensive study of the writings of a major philosopher, giving attention to the historical setting within which the individual worked and his/her significance for contemporary thought, including multi-disciplinary influence. Philosophers studied are determined year to year by faculty with student input. Prerequisite: PHIL 201 or 300, or consent of the instructor.

### **PHIL/BUS/REL 381**

#### **Debate of Ethical Issues (Ethics Bowl)**

**(1 credit)**

Participation in the Ethics Bowl academic team. May not be used to fulfill Core Studies requirements. Offered on a Pass/No Pass basis. Prerequisite: PHIL 300, REL 410, TH/SOC 470 or consent of the instructor.

## **PHYSICAL EDUCATION**

### **PE 100**

#### **Varsity Athletics**

**(1 credit)**

Participation in a varsity athletic activity. Students who participate in more than one varsity sport per year will receive credit for each varsity sport in which they compete. Only one credit of PE 100 may be used to fulfill Core PE activity requirements. Offered on a Pass/No Pass basis.

### **PE 101**

#### **Weight Training and Conditioning**

**(1 credit)**

Instruction in proper technique, methods, and safety involved in weight training. Establishment of training goals and training program for overall conditioning.

### **PE 102**

#### **Aquatics**

**(1 credit)**

(As needed)

Instruction and practice in fundamental swimming techniques.

### **PE 103**

#### **Golf**

**(1 credit)**

Beginning knowledge and skill is assumed. This course is a more thorough study of golf skills and techniques.

**PE 104****Racquet Sports****(1 credit)**

(As needed)

Basic skills of badminton and tennis, including rules and history of each sport.

**PE 106****Team Sports****(1 credit)**

(Alternate years 2016-2017)

Basic skills, rules, and history of selected team sports.

**PE 107****Tennis****(1 credit)**

Assumes beginning level skill. This course is designed to increase proficiency in skill technique and strategy such that the game can be enjoyed as a player and/or spectator.

**PE 108****Rhythmics****(1 credit)**

Instruction and practice in folk and line dance and other rhythmic activities.

**PE 109****Wellness Activities****(1 credit)**

This course provides a variety of activities designed to promote a condition of wellness. Emphasis on flexibility, cardiovascular conditioning, muscle strength and endurance.

**PE 111****Martial Arts****(1 credit)**

This is an activity course involving techniques in self defense. There is an assumption of beginning level skill. Martial arts techniques and strategies will be explored, including combative maneuvers, controlled attack situations, and defense against assailants.

**PE 112****Jogging / Walking****(1 credit)**

Instruction in jogging/running skill, safety, shoe selection, and flexibility. Emphasis is on individual goals and exercise prescription.

**PE 113****Hiking****(1 credit)**

This course provides essential knowledge and practice in hiking technique and theory.

**PHYSICAL SCIENCE**

(Major described on page 85.)

**PHS 101****Introduction to Physical Science****(4 credits)**

An introduction to the principles of physics, chemistry, and earth sciences. This course is specifically designed for non-science majors who want to fulfill Core Studies requirements. Lecture and laboratory. Lab fee required.

**PHS 105****Introduction to Environmental Science****(4 credits)**

(As needed)

A general introduction to the basic concepts of physics, inorganic and organic chemistry,

and ecology. These are analyzed with respect to the environment that surrounds human society and its activities. The developments of new chemical products, old and new sources of energy are also discussed as an important aspect of socio-economic well being of humanity. Lecture and laboratory. Lab fee required.

### **PHS 111, 112**

#### **Introduction to Chemistry I, II**

**(4, 4 credits)**

(As needed)

PHS 111 will examine the elements of general chemistry. Basic atomic theory will be developed and applied to the study of chemical reactions. Systems of gases, liquids, solids and solutions will be a focus. Applications will include acid-base chemistry, electrochemistry, chemical equilibrium and reaction kinetics. PHS 112 will move to the study of organic and biochemistry. This chemistry course will be especially useful to persons planning a career in nursing or other health-allied fields. Lecture and laboratory. Prerequisite: MA 95 or concurrent enrollment in a mathematics course. Lab fee required.

### **PHS 205**

#### **Independent Study**

**(1-4 credits)**

Independent Study involving original research and writing in an area agreed upon by the professor and the student. Consent of the instructor is required for Independent Study. A special study petition must be completed before consent is granted.

### **PHS 211**

#### **General Chemistry I**

**(4 credits)**

Chemistry of the elements and their compounds: atomic structure, bonding, and stoichiometry. Lecture and laboratory. Prerequisite: MA 111 or equivalent.

### **PHS 212**

#### **General Chemistry II**

**(4 credits)**

Chemistry of the elements and their compounds: solutions, kinetics, equilibrium, electrochemistry, carbon compounds, and radioactivity. Lecture and laboratory. Prerequisite: PHS 211. Lab fee required.

### **PHS 221**

#### **General Physics I**

**(4 credits)**

(Alternate years 2015-2016)

A comprehensive physics course emphasizing problems from classical physics. This will include a discussion of mechanics. The course will be presented without the use of calculus; however, a calculus background will be to the student's advantage. Lecture and laboratory. Prerequisite: MA 111 or equivalent. Lab fee required.

### **PHS 222**

#### **General Physics II**

**(4 credits)**

(Alternate years 2015-2016)

A comprehensive physics course emphasizing problems from classical physics. This will include a discussion of thermal physics, wave motion, optics, electricity and magnetism. An introduction to atomic physics, nuclear physics, quantum theory and relativity will also be included. The course will be presented without the use of calculus; however, a calculus background will be to the student's advantage. Lecture and laboratory. Prerequisite: PHS 221. Lab fee required.

**PHS 230****Geology****(4 credits)**

(Alternate years 2015-2016)

An introduction to the principles of historical and physical geology as observed in land forms, fossils, rocks, minerals, and the chemical and physical processes that produce and alter them. Lecture and laboratory. Lab fee required.

**PHS 301****Organic Chemistry I****(4 credits)**

Topics include the structure, bonding and reactivity of organic compounds with special emphasis given to the mechanisms of organic chemistry. Lecture and laboratory. Prerequisite: PHS 211, 212. Lab fee required.

**PHS 302****Organic Chemistry II****(4 credits)**

Topics include organic spectroscopic techniques as well as the structure, bonding and reactivity of alcohols, amines, and carbonyl compounds. The laboratory includes the synthesis, purification and identification of such compounds. Lecture and laboratory. Prerequisite: PHS 301. Lab fee required.

**PHS 310****Elements of Physical Chemistry****(3 credits)**

(As needed)

Examines the three traditional areas of physical chemistry. First, modern thermodynamics is developed from "first principles." Second, transport processes and kinetics are examined. Third, quantum chemistry is developed and applied to simple chemical systems. Finally, these ideas are tied together with a discussion of statistical thermochemistry. Lecture and laboratory. Prerequisites: PHS 211, 212. Lab fee required.

**PHS 321****Analytical Chemistry****(4 credits)**

(As needed)

Current analytical techniques are examined. Lectures are strongly tied to laboratory techniques involving quantitative chemical analysis. Traditional "wet" chemical techniques as well as the theory and practice of modern instrumental methods are examined. Lecture and laboratory. Prerequisites: PHS 211, 212. Lab fee required.

**PHS 405****Independent Study****(1-4 credits)**

Independent Study involving original research and writing in an area agreed upon by the professor and the student. Consent of the instructor and Junior class standing. A special study petition must be completed before consent is granted.

**PHS 412****Biochemistry I****(4 credits)**

(Alternate years 2015-2016)

PHS 412 examines the structure and function of proteins, carbohydrates and lipids. Enzyme kinetics and structure are studied and metabolic pathways are examined. Lecture and laboratory. Prerequisite: PHS 301, 302. Lab fee required.

### **PHS 413**

#### **Biochemistry II**

**(4 credits)**

(As needed)

PHS 413 examines the structure and function of proteins, carbohydrates and lipids. Enzyme kinetics and structure are studied and metabolic pathways are examined. Lecture and laboratory. Prerequisite: PHS 301, 302, 412. Lab fee required.

### **PHS/URB 450**

#### **Urban Resources and Sustainability**

**(3 credits)**

(As needed)

This is a senior seminar on how to create the “green city” through sustainable urban development that moves cities from centers of excess and waste to models of environmental stewardship. Successful models of 21st century urban planning for alternate forms of energy development will be examined for urban socioenvironmental change. Prerequisite: Junior class standing.

### **PHS 491, 492**

#### **Senior Thesis I, II**

**(2,2 credits)**

Original research, thesis completion, and oral presentation of selected topic chosen in consultation with major advisor. Prerequisite: Senior standing and consent of science faculty advisor. Offered as Pass/No Pass only.

## **POLITICAL SCIENCE**

(Minor described on page 99.)

### **PS 140**

#### **American Government**

**(3 credits)**

A consideration of key concepts and terms in the study of politics and applications of those to the study of American institutions and issues of government.

### **PS/BUS 201**

#### **Introduction to Law and Constitution**

**(2 credits)**

An introduction to the historical and political context of major U.S. Supreme Court decisions. Attention will be given to the shared responsibilities of the legislative, executive and judicial branches of government in the areas of commerce, taxing and spending, contracts, criminal justice, freedom of expression, religion, privacy and equal protection of laws.

### **PS/BUS 303**

#### **Business and Employment Law**

**(3 credits)**

This course is designed to enable learners to prepare for leadership and management positions in both 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 application, producing specific learning outcomes. A strong ethics component is integrated in the course as students confronts various types of ethical choices and challenges facing today’s leaders and managers. Prerequisite: Sophomore standing or consent of instructor.

## **PS 315**

### **Government in States and Communities**

**(3 credits)**

(Alternate years 2016-2017)

A course concentrating on the varieties of government and politics in states and communities. Emphasis is upon government and politics in Oregon. The course is required for students seeking to complete an Oregon Social Studies Education Certificate. Prerequisite: Sophomore class standing; PS 140 recommended.

## **PS/SOC 345**

### **Social Problems and Public Policy**

**(3 credits)**

This course acquaints students with current social problems such as poverty, crime and violence, drug abuse, health care, family break-up, and the public policies devised by the federal government, state governments and local communities to reduce, remedy or ameliorate the problems. Unique solutions utilized by state and local communities will also be emphasized. The social justice and equity of these policies as they affect individuals and groups, especially racial, gender, cultural and ethnic minorities, will be explored particularly within the context of urban environments. Prerequisite: SOC 140 or PS 140 or consent of instructor.

## **PS/SOC/SS 355**

### **International Relations**

**(3 credits)**

(Alternate years 2016-2017)

A comprehensive survey of the development and practice of international relations and diplomacy during the preceding four centuries. Students will apply the resulting concepts and principles to contemporary problems and overarching issues now facing the United States in the international community. Prerequisite: PS 140 or PSY 140/141 or SOC 140 or consent of instructor.

## **PS 450**

### **American Government Studies**

**(3-15 credits)**

(As needed)

## **PSYCHOLOGY**

(Majors/Minor described on pages 93-100.)

## **PSY 140**

### **General Psychology**

**(3 credits)**

An introductory course in psychology involving the study of human behavior, psychological issues, and experimental concepts with implications for the general conduct of life. Specific areas of focus will include the following: critical thinking, learning, memory, cognition, language, intelligence, personality, motivation, emotions, social psychology, stress and health.

## **PSY 141**

### **General Psychology**

**(3 credits)**

An introductory course in psychology involving the study of human behavior, psychological issues, and experimental concepts with implications for the biological basis of behavior. Specific areas of focus will include the following: critical thinking, neuroscience, genetics, sensation, perception, states of consciousness, personality, psychological disorders, therapy, stress and health.

*NOTE: Either PSY 140 or 141 satisfies the general education requirement in psychology. Both courses are recommended, and one is required as prerequisite to all upper division*



*Psychology and Human Development coursework. Both courses are required for the Psychology major.*

### **PSY 214**

#### **Introduction to Abnormal Psychology**

**(3 credits)**

(Summer Semester)

A video course designed to introduce students to the issues, controversies, clinical descriptions and treatment strategies for maladaptive behavioral patterns. This course will not satisfy a major requirement calling for an abnormal psychology course. May be used as an elective credit in a major, minor, or Core Studies.

### **PSY/BIO 300**

#### **Neuroscience and Behavior**

**(4 credits)**

(Alternate years 2016-2017)

An introduction to the biological basis of the mind. Such an introduction plays a significant role in the liberal arts curriculum as a natural bridge between the humanities and the natural sciences. The course explores the relationship between brain structure, brain function, and human behavior. The study is a multi-disciplinary presentation drawing information from anatomy, physiology, biochemistry, neuropharmacology, pathology of the nervous system, physiological psychology, and philosophy. The central focus is the development of a study of human behavior based on the function of the human brain. Laboratory course; fee required Prerequisite: BIO 221 or consent or instructor.

### **PSY 314**

#### **Abnormal Psychology**

**(3 credits)**

A study of the development, progress, and treatment of the abnormal behavior patterns. Emphasis is on theory and research relating to the development of these patterns. Prerequisite: PSY 140/141.

### **PSY/BUS 321**

#### **Organizational Behavior and Design**

**(3 credits)**

A study of the effectiveness of organizations as related to their structural characteristics (missions, technology, environment, form) and behavioral influences (leadership style, job characteristics, performance goals, work groups, and individual dispositions). SELF course. Prerequisite: Junior class standing or consent of instructor.

### **PSY 340**

#### **Emotional First Aid**

**(1 credit)**

This course will equip students with specific skills for assisting persons immediately following a crisis/tragedy. Students will learn transferable concepts and strategies for providing what is known as “emotional first aid,” including knowledge of how to reach out to someone in crisis, what constitutes “second injury,” and who become forgotten victims. Pass/No Pass grade. Prerequisite: Sophomore class standing.

### **PSY 341**

#### **Trauma Intervention Program Training Academy**

**(4 credits)**

Providing immediate emotional and practical support to persons who become victims of crisis and tragic events involving themselves or loved ones (sudden death, auto accident, domestic violence, crime, fire) will be the main focus of this course. Experiential learning will include learning how to respond when activated at the request of first responders on emergency scenes. Students will be trained to care for the victims so that the emergency responders may continue their service. Prerequisite: Sophomore class standing.

*Students must pass a mandatory background check and have ready access to a reliable car in order to respond to emergency dispatches. If this course is taken as part of the Trauma Intervention minor, the student must also be registered for a 3 credit internship course (SW391/491) concurrently. The student is responsible for paying a \$50 fee for the training manual directly to TIP the first night of the training.*

Prerequisite: Sophomore class standing and consent of the instructor.

## **PSY 392**

### **Junior Internship**

**(3 credits)**

Field work under professional supervision in a social agency, program or institution. Application and integration of knowledge, theory, and understanding; development of skills common to human service professionals. Involves three hours per week, per credit, of social agency experience during the 15-week semester, other brief assignments relevant to the human services field, and a weekly on-campus supervisory seminar. May be repeated to a cumulative maximum of 20 credits for this and other social work/psychology placements/internships. Must be prearranged one term in advance of placement. Prerequisites: PSY 140/141 and consent of instructor.

## **PSY 401**

### **History and Systems of Psychology**

**(3 credits)**

A concentrated study of psychology's past, a past that is firmly grounded in the intellectual history of western civilization. This course assumes a historical perspective that focuses on the intellectual development of western civilization and the emergence of psychology as an independent, recognized scientific enterprise. Prerequisite: PSY 140/141.

## **PSY 402**

### **Personality Theory**

**(3 credits)**

This course will survey many of the major theories and theorists in the study of personality. Attention will be given to personal, spiritual, and social applications. Prerequisite: PSY 140/141.

## **PSY/REL 411**

### **Psychology of Religion**

**(3 credits)**

The psychological approach to defining religion. An effort to review secular and sacred definitions of human life in order to identify the human experience of the divine and the idea of holiness. Prerequisite: PSY 140/141 or consent of instructor.

## **PSY 416**

### **Education and Psychological Testing and Assessment**

**(3 credits)**

This course is designed to introduce the student to the field of educational and psychological testing and assessment. Students will gain knowledge in test construction and appropriate usage. An understanding of the different facets of assessment (personality, intellectual, behavioral, and learning) will be gained. Students will conduct a comprehensive educational and psychological evaluation using volunteer subjects. Students will administer devices, interpret the data, write a summative assessment evaluation of the assessment, and bring that summation to the client. Prerequisites: PSY 140/141, MA 342, Junior class standing.

## **PSY 430**

### **Counseling**

**(3 credits)**

A study of the various theoretical approaches to counseling. An emphasis is upon the counseling process, establishing and maintaining the counseling relationship, use of diagnosis, testing, referral, and other counseling tasks. Prerequisite: PSY 140/141.

## **PSY 440**

### **Stress, Crisis, Trauma and Coping**

**(2 credits)**

(Alternate years 2016-2017)

This course acquaints participants with basic approaches for understanding and recognizing stress, crisis, and trauma when helping persons, as well as providing opportunity for practicing applied strategies. All students are encouraged to use the concepts and skills personally and in thinking about their relationship networks, as well as the culture in which they live. Prerequisite: Junior class standing.

## **PSY 492**

### **Senior Internship**

**(3 credits)**

Field work under professional supervision in a social agency, program, or institution.

Application and integration of knowledge, theory, and understanding; development of skills common to human service professionals. Involves three hours per week, per credit, of social agency experience during the 15-week semester, other brief assignments relevant to the human services field, and a weekly on-campus supervisory seminar.

May be repeated to a cumulative maximum of 20 credits for this and other social work/ psychology placements/internships. Must be prearranged one term in advance of placement. Prerequisites: PSY 140/141 and consent of instructor.

## **RELIGION**

### **REL 220**

#### **Christian Spiritual Formation**

**(3 credits)**

This course is designed to introduce students to biblical and historical themes and practices of Christian spirituality. Students will engage in reflective processes around the Bible as sacred texts, the role of Christian community in the spiritual journey, self-discovery, love of neighbor, prayer, etc. The class is highly interactive and experiential and will require both traditional learning activities of required texts and papers and non-traditional learning activities, including personal and corporate outings and regular spiritual practices.

### **REL/SOC 240**

#### **Introduction to Peace Studies**

**(3 credits)**

(Alternate years 2015-2016)

This course is designed to introduce students to the field of Peace Studies which at its core is multidisciplinary, values oriented, committed to preventing overt as well as less visible forms of violence and focused on the peaceful transformation of human conflict. In order to set a historical and philosophical context for peacemaking, the traditions of peacemaking will be explored through the Christian faith, non-Christian religions and secular perspectives. In addition, students will gain a deeper understanding of the means in which violence and conflict can be resolved through alternative strategies that are collaborative, restorative and peaceful. Students will be able to participate in creative thinking about how humankind might build societies based on non-violence, social justice and ecological balance.

### **REL/HIS 260**

#### **History of Religion in the United States**

**(3 credits)**

(Alternate years 2015-2016)

An historical examination of the American religious experiences by looking at the interplay of culture and religion. Available on a Pass/No Pass basis.

**REL/SOC 310****Religions of the World****(3 credits)**

A study of the beliefs, practices, and effects of major religions of the world. Prerequisite: Sophomore class standing.

**REL 320****Spirituality, Character, and Service****(3 credits)**

This is a course that invites and facilitates personal discernment about vocation (understood as finding purpose, meaning, and direction in life) within a framework of spirituality, character, care for one's neighbor—and the interconnectedness of each. It offers students opportunities and experiences that invite critical self-reflection in the context of writings, beliefs, and practices of diverse views and contexts and participation in service-learning in the city. Prerequisite: Sophomore class standing.

**REL/HIS 330****Church History I: Early and Medieval Persecution, Power, and Peoples****(3 credits)**

This course is a study of the development of Christian thought from the apostolic age up to the Reformation. As such, it explores the tensions and influences historical events, figures, and contexts have contributed to the life and thinking of the Christian Church and the various ways the Church has adapted and responded in the process. Prerequisite: Sophomore class standing.

**REL/TH 351****Christian Thought in American Culture****(3 credits)**

This course is an examination of religious themes found in American culture through film, television, music and other media. Prerequisite: Sophomore class standing.

**REL/HCA/SOC 352****Society, Health Care, and Bioethics****(3 credits)**

This course provides an overview of the American health care system with awareness of the social, bioethical, and business practices of those organizations. A history of Jesus' ministry and Christian health care will be offered. Other major world-wide systems will all be reviewed. Avenues of health care reform will be explored. Alternative medical practices will be reviewed.

**REL 370/HIS 360****Church History II: Holiness, Denominationalism, and Recent Theological Movements****(3 credits)**

This course is designed to continue the work begun in REL 330, tracing the development of Christian thought where that course left off, from the sixteenth century reformations and continuing to the present. As such, it explores the tensions and influences historical events, figures, and contexts have contributed to the life and thinking of the Christian Church and the various ways the Church has adapted and responded in the process. It will pay particular attention to the rise and development of various protestant denominations, including those which emerged during the holiness movement as well as the variety of theological movements emerging around the globe during the twentieth and twenty-first centuries. Prerequisite: Sophomore class standing.

**REL 379****Selected Topics in Religion****(1-3 credits)***(As needed)*

A study of historical developments in selected religions and movements in the history

of the world. Offerings will range from travel tours to Israel and other destinations, to a focus on the English Reformation. This class may be taken more than once if the topic differs. Prerequisite: Junior class standing.

### **REL/BUS/PHIL 381**

#### **Debate of Ethical Issues (Ethics Bowl)**

**(1 credit)**

Participation in the Ethics Bowl academic team. May not be used to fulfill Core Studies requirements. Offered on a Pass/No Pass basis. Prerequisite: PHIL 300, REL 410, TH/SOC 470 or consent of the instructor.

### **REL/SOC/URB 395**

#### **Sociology of Urban Religion**

**(3 credits)**

(Alternate years 2015-2016)

This course addresses the nature of religion in the city from a sociological perspective. It acquaints the student with an understanding of religion as a social phenomenon and its function in the world as both accommodation and protest. It discusses the ways human beings organize their societies around a religious framework to create a semblance of order, meaning and continuity, and to cope with social change. The course explores the dynamics of secularization, conversion, and the growing interest in spirituality in society today. It utilizes a comparative, human development approach to study diverse cultural value systems and their approach to the sacred in society, and how these approaches find an institutional expression. Prerequisite: URB 140.

### **REL/TH 410**

#### **Christian Ethics**

**(3 credits)**

(Alternate years 2016-2017)

This course will take the student through the ethical reflection of Christian thinkers throughout the history of the church. It will focus on primary documents. The course will introduce the student to key theological concepts and the Christian ethic that flows from major theological positions. The course will then develop the Wesleyan Ethic of social action. Each student will be required to complete a civic project that demonstrates the social responsibility of the Christian in society. Practical applications will be addressed with an emphasis on life and death issues such as abortion and euthanasia. Prerequisite: Junior class standing.

### **REL/PSY 411**

#### **Psychology of Religion**

**(3 credits)**

The psychological approach to defining religion. An effort to review secular and sacred definitions of human life in order to identify the human experience of the divine and the idea of holiness. Prerequisite: PSY 140/141.

### **REL/MUS/PM 443**

#### **Planning and Leading Worship**

**(3 credits)**

(Alternate years 2015-2016)

An exploration of the crafting, rehearsing, and implementing of the Christian worship event. Attention will be given to seven primary roles required of the effective worship arts leader. Supervised guidance will be given to students as they prepare, produce, and present a gathered worship experience. Prerequisite: MUS 242.

### **REL 500**

#### **Methods of Research in Biblical and Theological Studies**

**(2 credits)**

(As needed)

This course introduces the graduate student to the MA Program in Biblical and

Theological Studies. The Methods of the field of Biblical and Theological Studies will be introduced. The course is designed to advance the required skills of graduate study: research, reading, outlining, writing, editing, and presentation.

**REL/TH 510**

**Christian Ethics**

**(3 credits)**

(Alternate years 2016-2017)

This course will take the student through the ethical reflection of Christian thinkers throughout the history of the church. It will focus on primary documents. The course will introduce the student to key theological concepts and the Christian ethic that flows from major theological positions. The course will then develop the Wesleyan Ethic of social action. Each student will be required to complete a civic project that demonstrates the social responsibility of the Christian in society. Practical applications will be addressed with an emphasis on life and death issues such as abortion and euthanasia.

**REL 511**

**Psychology of Religion**

**(3 credits)**

The psychological approach to defining religion. An effort to review secular and sacred definitions of human life in order to identify the human experience of the divine and the idea of holiness.

**REL 520**

**Master Practicum in Higher Education**

**(1-3 credits)**

(As needed)

Introductory experiences in instructional assistance, and grading and proctoring exams, under departmental supervision.

**REL 531, 532**

**History of Christianity and Christian Thought I, II**

**(3, 3 credits)**

A study of the development of Christian doctrine from the apostolic age to the present; the tensions and influences historical events and non-Christian thought have exerted upon the life and thinking of the church and the contributions they have made to its doctrine. Prerequisite: Sophomore class standing or consent of instructor.

**REL/PM 543**

**Planning and Leading Worship**

**(3 credits)**

(Alternate years 2015-2016)

An exploration of the crafting, rehearsing, and implementing of the Christian worship event. Attention will be given to seven primary roles required of the effective worship arts leader. Supervised guidance will be given to students as they prepare, produce, and present a gathered worship experience. Prerequisite: MUS 242.

**REL 571**

**Master Thesis**

**(4 credits)**

The Master of Arts in Biblical and Theological Studies student must complete a formal thesis to complete the program. The course will be individually tailored for the student in consultation with the Director of the RCM Graduate Program and the student's thesis advisor. If the student is unable to complete the course within one semester, an "In Progress" contract will be developed and the student must register for REL572 the following semester. The thesis or project will be graded on a Pass with Distinction/Pass/No Pass basis.

## **REL 572**

### **Master Thesis Extension**

**(1-4 credits)**

This course is designed to offer the Master of Arts in Biblical and Theological Studies student an extension to complete the thesis initiated in REL571. Students who have received an “In Progress” in REL571 must register for this course to remain in the MA program.

Students must continue the extension sequence until successful completion of the thesis (REL571). This course and any subsequent extensions are eligible for an “In Progress” contract; however, the student must register for the next extension the following semester. On successful completion of REL571, all courses listed as “In Progress” will revert to the appropriate Pass status. If the student is unsuccessful in defending one’s thesis, the policy for “In Progress” will be invoked for all REL 571 and REL 572 courses one year after the last REL572 course is listed as “In Progress.” May be repeated a total of five (5) times.

## **REL 579**

### **Selected Topics in Religion**

**(3 credits)**

(As needed)

A study of historical developments in selected religions and movements in the history of the world. Offerings will range from travel tours to Israel and other destinations, to a focus on the English Reformation. This class may be taken more than once if the topic differs.

## **SOCIAL ENTREPRENEURSHIP**

(Major described on page 64.)

### **SE 101**

#### **Introduction To Social Entrepreneurship**

**(3 credits)**

This course will introduce the student to subject of social entrepreneurship. It will address a broad range of questions, while recognizing how business is a powerful tool for good in the hands of God.

### **SE 295**

#### **Sophomore Internship**

**(3 credits)**

Student works and learns under supervision in an approved internship with an entrepreneur. The student will begin to experience day-to-day operational activities. This class is offered as pass/no-pass.

### **SE 301**

#### **Entrepreneurial Enterprise**

**(3 credits)**

This course explores the processes and skills needed to create new enterprises. Students will learn how to take a business idea, assess the idea using proper feasibility tools, and develop an appropriate business model and plan. The course will also explore how to raise financing, and execution and implementation of the business. The student will explore this topic from the perspective of economic and/or social profit. Prerequisite: SE 101 and Sophomore standing or above.

### **SE 311**

#### **Entrepreneurial Leadership within an Urban Context**

**(3 credits)**

Building a business, managing a project, managing a division, leading a consulting engagement, or building a sales force all require you to lead - to lead and influence

others. Leadership within the urban context is becoming more prevalent. In this course we will explore many leadership issues including the following: What is leadership? Can you lead? What do leaders do? Can a leader build a successful business and still be a good ethical and moral person? Why should anyone follow you? How do you lead an entrepreneurial setting within an urban context? Prerequisite: SE 101 and Sophomore standing or above.

### **SE 352**

#### **Project Management**

**(3 credits)**

The student will explore project management from both strategic and operational points of view. In this course the student will explore quantitative methods such as project planning, budgeting, evaluation, selection, scheduling, and control. The student will also explore qualitative methods including project organizational structure, staffing, and team building. The student will learn the specifics of managing an entrepreneurial endeavor. Prerequisite: SE 101 and Sophomore standing or above.

### **SE 495, SE 495B**

#### **Capstone for Social Entrepreneurs**

**(1, 2 credits)**

The Social Entrepreneurial Capstone is a very important part of the student's scholarly pursuit, as well as their practical application. Over the course of the student's senior year, in conjunction with their internship, students will be required to identify a need within the community, and then create a small entrepreneurial business to meet that need. Each student will articulate the need via their proposal, and work with faculty oversight and EAB advice to determine if the idea is scalable, and then create a detailed business plan that will demonstrate how this business will meet the stated need. The student will need to develop a presentation which will be displayed before the EAB. This is an individual Capstone, but the student will have a team to help develop the plan. Prerequisite: Senior standing.

## **SOCIAL SCIENCE**

(Major and A.S. described on pages 96, 101.)

### **SS/COMM 200**

#### **Interpersonal Communications**

**(2 credits)**

This course focuses on methods for improving speaking, listening and conflict management skills in personal and professional relationships. Students begin with a self-assessment of personal communication patterns and are provided options and exercises for enhancing interpersonal competence. Does not fulfill Social Science Core Studies requirements.

### **SS 201**

#### **Seminar in Student Leadership**

**(2 credits)**

Designed to introduce student leaders to the basic concepts of leadership. This is accomplished by developing an understanding of leadership definitions, theories, and models through self-reflection and evaluation of each student's leadership skills and abilities. Does not fulfill Social Science Core Studies requirements.

### **SS 350/450**

#### **Overseas Study**

**(3-15 credits)**

(As needed)



## **SS 351**

### **Cultural Anthropology**

**(3 credits)**

(Alternate years 2016-2017)

A study of the theories of origin and aims of human society, including comparative examination of cultural patterns, growth, and change through analysis of selected primitive and advanced societies including the impact of the physical environment, social structures, religion and language development. Prerequisite: PS 140 or PSY 140/141 or SOC 140 or consent of instructor.

## **SS 353**

### **Cultural Diversity**

**(3 credits)**

This course will assist the pre-service teacher in preparation of a culturally mediated learning environment. The course content will facilitate learning in a culturally responsive classroom through experiences in valuing a climate of inclusion, engaging in cultural self-reflection, facilitating the dynamics of difference, acquiring cultural knowledge, adapting to the diversity and the cultural contexts of the students, families, and communities served, and supporting actions which foster equity of opportunity. Prerequisite: Sophomore class standing.

## **SS/PS/SOC 355**

### **International Relations**

**(3 credits)**

(Alternate years 2016-2017)

A comprehensive survey of the development and practice of international relations and diplomacy during the preceding four centuries. Students will apply the resulting concepts and principles to contemporary problems and overarching issues now facing the United States in the international community. Prerequisite: PS 140 or PSY 140/141 or SOC 140 or consent of instructor.

## **SS/BUS 380**

### **Conflict: From Theory to Action**

**(3 credits)**

This course will focus on conflict management theory and practice. Strategies for resolving interpersonal, group and organizational conflicts productively will be explored with applications in prevention, effective communication, problem solving and negotiating. Opportunities for conflict assessment and intervention will also be provided. Prerequisite: PSY 140/141 or SOC 140 or consent of instructor.

## **SS 393**

### **Research Methods and Applied Statistics**

**(4 credits)**

The fundamentals of research methods and applied statistics, including qualitative and quantitative approaches. The course will emphasize the use of descriptive and inferential statistics using SPSS or Excel statistical software packages. Prerequisite: Junior class standing.

## **SS/URB 403**

### **Grant Writing and Fundraising**

**(3 credits)**

This focus of this course is to consider the nature and role of grant writing and fundraising within the context of urban programs and organizations, private or public, for-profit or non-profit. Special consideration is given to strategic planning, budget preparedness, grant prospects, the letter of inquiry, and grant proposal artisanship as well as the process of planning and successfully executing a fundraising event or special project. Prerequisite: Junior class standing.

## **SS 492**

### **Senior Internship**

**( 3 credits)**

Field work under professional supervision in a governmental agency, program, or institution. Application and integration of knowledge, theory and understanding; development of skills common to human service professionals. Involves three hours per week, per credit of agency experience during the 15-week semester, other brief assignments relevant to the field work, and a weekly on-campus supervisory seminar. Social Science Department internships may be repeated to a cumulative maximum of 20 credits. Must be prearranged one term in advance of placement. Prerequisites: PSY 140/141 or SOC 140 and consent of instructor.

## **SOCIAL WORK**

(Major described on page 98.)

## **SW 200**

### **Exploring Social Work**

**(3 credits)**

This is the first course in the social work sequence and is an introduction to the profession of social work as well as an overview of the various fields of social welfare and social work. This course is intended to assist students to explore a career in social work by presenting a comprehensive overview of the field and to help individual students define various areas for future study. The course integrates knowledge from liberal arts and social science courses into a beginning foundation for the ten social work competencies and accompanying practice behaviors as well as an understanding of needs and issues for the welfare of society. Prerequisites: SOC140 and PSY140 or consent of instructor.

## **SW 379/479**

### **Selected Topics in Intervention**

**(2 credits)**

(As needed)

In-depth investigation and study of social work intervention issues and strategies. Course may be repeated once. Various topics are taught each academic year. Prerequisite: PSY 140/141 or SOC 140 or consent of instructor.

## **SW 380**

### **Practice I: Individual**

**(4 credits)**

An introduction to generalist social work interventions targeted to individuals within a variety of systemic contexts. Beginning with lab-format acquisition of social work interviewing skills, the class integrates liberal arts as well as previously acquired theory and knowledge with the planned change process. This experiential practice class walks through engagement, assessment, intervention and evaluation to form strategic and purposeful and ethical prevention and intervention techniques. Prerequisites: SW 200 and admission to Social Work program.

## **SW 385**

### **Practice II: Families and Groups**

**(4 credits)**

The second of three practice classes and deals with prevention and intervention within families and small groups. The concepts of families and groups will be discussed and the variety of dynamics will be explored through lenses of construct and diversity. Focus will include understanding and assessing family and small group functioning, planning strategic interventions, and effectively terminating and evaluating services with these client groups. Special practice emphasis will be placed on integrating generalist social work theory, knowledge and skills with common family and group issues to which the

planned change model can be applied. Prerequisites: SW 200 and admission to the Social Work program.

### **SW 390**

#### **Practice III: Communities and Organizations (4 credits)**

The third in the series of practice classes and builds on components developed in the previous practice experiences. Focused on the analysis and effective functioning of large systems for the purpose of advocacy, prevention, and intervention targeted toward vulnerable populations, this course applies the planned change process and other competencies to communities and organizations. It addresses specific needs of macro-systems including funding and grant-writing and prepares students to positively contribute to the field practicum setting. Prerequisites: SW 200, and admission to the Social Work program.

### **SW 480**

#### **Family Resource Management (2 credits)**

This course provides students with knowledge and experience in understanding and planning resources for both individuals and families. Emphasis will be placed on the roles of values, goals, attitudes, and decision-making in the process of managing resources and other commodities. Prerequisite: PSY 140/141 or SOC 140 or consent of instructor.

### **SW 481**

#### **Family Violence Across the Life Span (2 credits)**

(Alternate years 2016-2017)

A comprehensive introduction to the subject of family maltreatment across the life span. Focus will include child physical, sexual, and psychological abuse and neglect; investigation and intervention in child maltreatment; sexual offenders; domestic violence; and elder maltreatment. The role of protective factors and resiliency/adaptability will also be explored as they relate to family abuse. In addition, each major topic area will be studied from an ecological perspective examining interacting explanations from a variety of levels: social; cultural; family; and individual. Prerequisite: PSY 140/141 or SOC 140 or consent of instructor.

### **SW 482**

#### **Child Welfare (2 credits)**

(Alternate years 2015-2016)

An introduction to the field of child welfare from a historical, theoretical, and practice perspective. The course will explore services to children and families including the following: services that “support” families to enhance family functioning and child development; services that “supplement” families struggling to regain and/or maintain balance; and services that “substitute” care when the family is unable to provide for the basic needs of a child either temporarily or permanently. Prerequisite: PSY 140/141 or SOC 140 or consent of instructor.

### **SW 491**

#### **Field Practicum I (5 credits)**

(Fall Semester)

The first 225-hour internship over fall semester (5 credits) in which students are placed in a variety of agencies and organizations under professional supervision within the urban context of the metropolitan Portland area. The Field Practicum, along with the concurrent Field Practicum Seminar, provides the means to integrate and synthesize the knowledge, values and skills gained from academic courses into competent practice in the field. Students will be placed in community social service agencies for supervised

periods of observation and direct service, which will provide the focus for the assessment components of the seminar. Prerequisite: Admission to the Social Work program. Co-requisite: SW 495.

### **SW 492**

#### **Field Practicum II**

**(5 credits)**

(Spring Semester)

The Field Practicum II, along with the concurrent Field Practicum Seminar II (SW 496), continues to provide the means to integrate and synthesize the knowledge, values and skills gained from academic courses into competent practice in the field. Students will continue their placement in community social service agencies for supervised periods of observation and direct service which will provide the focus for the assessment components of the seminar. Students will continue to demonstrate the practice behaviors associated with entry-level competencies necessary for entry-level generalist social work professionals. The application of grant writing skills and the integration of practice skills with organizations and communities (SW 390) will be emphasized. Prerequisite: Admission to the Social Work program. Co-requisite: SW 496.

### **SW 495**

#### **Field Practicum Seminar I**

**(2 credits)**

(Fall Semester)

A weekly seminar course that is held in conjunction with Field Practicum I. The seminar and the field practicum provide the means to integrate and synthesize the knowledge, values and skills gained from academic courses into competent practice in the field. Students will be placed in community social service agencies for supervised periods of observation and direct service which will provide the focus for the assessment components of the seminar. Prerequisite: Admission to the Social Work program. Co-requisite: SW 491.

### **SW 496**

#### **Field Practicum Seminar**

**(2 credits)**

(Spring Semester)

A weekly seminar course that is held in conjunction with Field Practicum II. The seminar and the field practicum provide the means to integrate and synthesize the knowledge, values and skills gained from academic courses into competent practice in the field. Students will be placed in community social service agencies for supervised periods of observation and direct service which will provide the focus for the assessment components of the seminar. During the spring semester the application of grant writing skills and the integration of practice skills with organizations and communities (SW 390) will be emphasized. Prerequisite: Admission to the Social Work program. Co-requisite: SW 492.

## **SOCIOLOGY**

(Minor described on page 100.)

### **SOC 140**

#### **Principles of Sociology**

**(3 credits)**

A systematic study of the social aspects of people, giving special attention to the effects of human interaction, social organization, cultural patterns, and social institutions. This course is designed to help college students clarify their understanding of themselves and the society in which they live.

## **SOC/REL 240**

### **Introduction to Peace Studies**

**(3 credits)**

(Alternate years 2015-2016)

This course is designed to introduce students to the field of Peace Studies which at its core is multidisciplinary, values oriented, committed to preventing overt as well as less visible forms of violence and focused on the peaceful transformation of human conflict. In order to set a historical and philosophical context for peacemaking, the traditions of peacemaking will be explored through the Christian faith, non-Christian religions and secular perspectives. In addition, students will gain a deeper understanding of the means in which violence and conflict can be resolved through alternative strategies that are collaborative, restorative and peaceful. Students will be able to participate in creative thinking about how humankind might build societies based on non-violence, social justice and ecological balance.

## **SOC 280**

### **Marriage and Family**

**(2 credits)**

This course explores marriage and family life with an emphasis on healthy marital and family patterns across the life span within a cross-cultural context. Issues explored will be intimacy, mate selection, marital interaction, marital developmental stages, communication principles, parental decisions and behaviors. Family forms as well as process will be discussed. Prerequisite: SOC 140.

## **SOC/REL 310**

### **Religions of the World**

**(3 credits)**

A study of the beliefs, practices, and effects of major religions of the world. Prerequisite: Sophomore class standing.

## **SOC/HIS 340**

### **Ethnic Relations in America**

**(3 credits)**

A study of racial and ethnic minorities, group conflicts, and problems of human and cultural interaction. The emphasis is on seeing ethnic relations in their historical context and noting techniques that have brought progress and cooperation. Prerequisite: Sophomore class standing.

## **SOC/HCA 341**

### **Introduction to the Professions, the Professional, and Professional Ethics**

**(3 credits)**

This course introduces the history of the professions with a focus on the health care professions. Other major professions will also be reviewed. An awareness of the cultural context will be explored and appropriate moral responses to professional concerns will be honed. The ethical expectations of a professional in American society will be sharpened. Major types of professionals in health care will be explored. This course will include an experiential component exposing students to issues faced in the workplace. Prerequisite: Sophomore class standing.

## **SOC/PS 345**

### **Social Problems and Public Policy**

**(3 credits)**

This course acquaints students with current social problems such as poverty, crime and violence, drug abuse, health care, family break-up, and the public policies devised by the federal government, state governments and local communities to reduce, remedy or ameliorate the problems. Unique solutions utilized by state and local communities will also be emphasized. The social justice and equity of these policies as they affect

individuals and groups, especially racial, gender, cultural and ethnic minorities, will be explored particularly within the context of urban environments. Prerequisite: SOC 140 or PS 140 or consent of instructor.

### **SOC/ HCA/REL 352**

#### **Society, Health Care, and Bioethics**

**(3 credits)**

This course provides an overview of the American health care system with awareness of the social, bioethical, and business practices of those organizations. A history of Jesus' ministry and Christian health care will be offered. Other major world-wide systems will all be reviewed. Avenues of health care reform will be explored. Alternative medical practices will be reviewed.

### **SOC/SS/PS 355**

#### **International Relations**

**(3 credits)**

(Alternate years 2016-2017)

A comprehensive survey of the development and practice of international relations and diplomacy during the preceding four centuries. Students will apply the resulting concepts and principles to contemporary problems and overarching issues now facing the United States in the international community. Prerequisite: PS 140 or PSY 140/141 or SOC 140 or consent of instructor.

### **SOC/URB 360**

#### **Urban Sociology**

**(3 credits)**

(Alternate years 2016-2017)

This course focuses on the socio-historic development of cities and how urbanites "experience" the city in both in the United States and in the Two-Thirds World. It explores the process of urbanization and urbanism and their impact on interpersonal social life. Methodologies of studying the city will be examined. The course will devote time to a discussion of the cities of the 21st century. Prerequisite: URB 140.

### **SOC 380**

#### **Contemporary Family Issues**

**(3 credits)**

The family as a mesosystem in an ecological framework and sociologically as private and public will be the focus of this course that will investigate the current family in a historical setting. Internal and external stressors and strengths will be emphasized. Prerequisite: SOC 140.

### **SOC/URB 390**

#### **Poverty in the Urban Context**

**(3 credits)**

(Alternate years 2016-2017)

This course addresses the root causes of poverty in all its social and spiritual dimensions. The meaning of powerlessness will be examined along with theoretical and practical steps for the elimination of poverty, and the cultural and political factors that inhibit its eradication. The course will study poverty as a global urban and rural phenomenon. It is designed to grapple with theological issues related to poverty and development. The student will explore various theoretical debates on poverty, ethics of development, liberation theologies and evangelical reflection on social action to understand assumptions about poverty. The course will explore case studies for transforming poverty in less developed countries. Prerequisite: URB 140 or SOC 140.

### **SOC/TH 470**

#### **Christian Social Concern**

**(3 credits)**

This course involves examining the biblical basis for responding to contemporary

social concerns, and then learning methods for formulating Christian responses to these concerns. Prerequisite: Junior class standing.

### **SOC 492**

#### **Senior Internship**

**( 3 credits)**

Field work under professional supervision in a social agency, program, or institution. Application and integration of knowledge, theory, and understanding; development of skills common to human service professionals. Involves three hours per week, per credit, of social agency experience during the 15-week semester, other brief assignments relevant to the field work, and a weekly on-campus supervisory seminar. May be repeated to a cumulative maximum of 20 credits for this and other social work and psychology field courses. The student normally invests at least two semesters in placement at the same agency. Must be prearranged one term in advance of placement. Prerequisites: PSY 140/141 or SOC 140 and consent of instructor.

## **SPORTS AND RECREATION MANAGEMENT**

(Major described on page 85.)

### **SRM 101**

#### **CPR/First Aid**

**(.5 credit)**

Introduction to basic emergency medical aid and safety procedures. Successful completion will certify in American Red Cross First Aid and in adult, child and infant cardiopulmonary resuscitation. Offered as a one-day workshop. Fee required for certification and equipment.

### **SRM 201**

#### **Athletic Management**

**(2 credits)**

Sports Management Worldwide's Soccer Athlete Management course is an 8-week on line course taught by Sports Management World Wide that provides the academic foundation for individuals interested in pursuing a career as a soccer agent. This introductory course is an overview of the issues involved with football player management. It is designed as a roadmap of the FIFA registration process and other relevant relocations essential to becoming a football / soccer agent. During the course student will also discuss the various facets of a subsequent career in the athlete representation field. Areas covered include player assessment and club placement, management services, player marketing, endorsements, and PR.\*

### **SRM 202**

#### **Baseball General Managing and Scouting**

**(2 credits)**

The Baseball General Manager and Scouting Course is an 8-week online course taught by Sports Management World Wide that offers cutting edge theories on how to develop a career in professional and collegiate baseball. In the ever-changing dynamics of the business of baseball management, today's Baseball GM must learn to balance a budget in the club house, and remain competitive on the field. The Baseball General Manager and Scouting Course will cover issues including player personnel, saber metrics, major league scouting, and other essential tools of modern general managers of professional and collegiate baseball organizations.\*

### **SRM 203**

#### **Football General Managing and Scouting**

**(2 credits)**

The Football General Manager and Scouting Course is a fully accredited 8-week online course taught by Sports Management World Wide that offers cutting edge theories on

how to develop a career in football. The course's main focus is developing the student's understanding of the game, how to evaluate talent, and introducing them to some of the cutting-edge theories in the world of football. Scouts will learn how to scout both talent, as well as the opposing team's offensive plays.\*

### **SRM 204**

#### **Hockey General Managing and Scouting (2 credits)**

The Hockey General Manager and Scouting Course is a fully accredited 8-week online course taught by Sports Management World Wide that offers cutting edge theories on how to develop a career in professional or collegiate hockey. The Hockey General Manager and Scouting Course will cover issues including hockey operations, team management, scouting talent, player personnel, cutting edge ways of scouting, NHL traditional scouting techniques, statistical analysis, and other essential tools of modern general managers of professional, major junior, and collegiate hockey organizations. Students will be trained in RinkNet Software and Steva Digital Video.\*

### **SRM 206**

#### **Motor Sport Management (2 credits)**

Motor Sport Management is an 8-week on line course taught by Sports Management World Wide. The objective of this course is to provide the students with educational tools, concepts and training that will allow them to effectively carry out all business, administration, competition, structural, media and sponsor issues as drivers and as members of a team. This course will give you the foundation to many auto racing jobs including: Race Director, Crew Chief, Spotter, Team Manager, etc. Learn the strategies and skills necessary to get the best results from your race team. The students that complete the course will have a clear competitive advantage in auto racing business backed up by the renowned educational experience of Sports Management Worldwide, as well as all the strategic alliances that have been made with known auto racing teams and enterprises.\*

### **SRM 207**

#### **Soccer Management and Scouting (2 credits)**

The Soccer Management and Scouting is a fully accredited 8 week online course taught by Sports Management World Wide that offers cutting edge theories on how to develop a career in professional soccer. The course will cover issues including an analysis of the structure of world soccer, including club structures and soccer academies, soccer club operations, ticket sales, analysis and scouting of individual players, game formation, and soccer agents. Students will be able to apply the course to clubs operating at a professional, semiprofessional, and amateur level.\*

### **SRM 208**

#### **Basketball General Managing and Scouting (2 credits)**

The Basketball General Manager and Scouting Course is a fully accredited 8-week online course taught by Sports Management World Wide that offers cutting edge theories on how to develop a career in professional or collegiate basketball. As the game of basketball grows nationally and internationally, for women and men, more sports business minded leaders are needed. This course covers issues including basketball operations, team management, scouting talent, player personnel, new age ways of scouting, NBA traditional scouting, studying basketball on paper, and other essential tools of modern general managers of professional and collegiate basketball organizations. Students interested in this course should love the game of basketball.\*



## **SRM 209**

### **Mixed Martial Arts Management**

**(2 credits)**

The Mixed Martial Arts Management Course is an 8 week online course taught by Sports Management World Wide that offers cutting edge theories on how to develop a career in the fastest growing sport in America. This 8 week online course will catapult you into the business world of MMA. It begins with an introduction to the history and structure of MMA, covers fighter management, gym management, sponsorship and promotion, and concludes with event management. Whether you want to work for an MMA league, own your own MMA gym, or manage the next big MMA talent, this course lays the foundation.\*

## **SRM 220**

### **Athlete Management**

**(2 credits)**

Athlete Management is an 8-week on line course taught by Sports Management World Wide that provides the academic foundation for individuals who are interested in pursuing a career as a sports agent. This introductory course provides an overview of the issues involved with the representation of an athlete. It is designed as a roadmap of the registration process (required in some states and in the various leagues), and as a discussion about the various facets of a subsequent career in the athlete representation field. The NCAA rules necessary to become a successful sports agent or a compliance officer for a collegiate athletic program are also covered.\*

## **SRM 221**

### **Sports Administration**

**(2 credits)**

The Sports Administration Course is a fully accredited 8 week online course taught by Sports Management World Wide that launches you into the future of sports or athletics employment. The student will learn how to create new revenue streams, sell new age corporate sponsorships, and revolutionize event management, manage staff, provide customer service, and answer to the authority of the organization. The administrator will be able to sell out games, surpass budget demands, hire more qualified staff, and be a catalyst of community pride while still producing outstanding results! The course's main objective is to develop Athletic Administrators by creating and solving problems that are unique to sports/athletic administration. We examine these traditional problems in new ways to inspire creative solutions using modern techniques and new technology.\*

## **SRM 222**

### **Sports Broadcasting**

**(2 credits)**

The Sports Broadcasting course is an eight week accredited online course taught by Sports Management World Wide that offers the skills to build sports broadcasting via the internet. Students will learn how to implement webcasting, live on demand audio through the internet, at any sports venue. Students will learn the art of the play by play, how to host weekly coaching shows, how to create a sports personality, and even how to create their own sports talk shows. Sports broadcasting via the internet provides an opportunity for any sports organization to grow their fan base, generate money through sponsorship and advertising, and create career opportunities.\*

## **SRM 223**

### **Sports Marketing Communications**

**(2 credits)**

This 8 week online Sports Media & Integrated Marketing Communications training course is taught by Sports Management World Wide. The course provides aspiring students an opportunity to learn the skills and inside secrets that hiring sports executives seek when hiring new media contacts for sports teams and organizations. This is a one

of a kind, eight week online course for individuals who are passionate about securing or improving their sports communications, public relations, new media, and sports promotions career, whether it be for an athletic apparel company like Adidas or NIKE, or the NFL, NBA, MLB, NHL, MLS, NCAA, or minor leagues.\*

### **SRM 224**

#### **Sports Revenue Management**

**(2 credits)**

Sports Revenue Management is an 8-week online course taught by Sports Management World Wide that provides an academic and skill based training foundation for individuals interested in pursuing a career in the sports industry. The course develops an understanding of the day-to-day business operations for sports oriented organizations; specifically sports teams. It is designed as a roadmap to help people gain experience and ultimately employment within the sports industry. Students will learn the best practices that will be applicable in any business environment in the following categories: client services, grass roots marketing, database management, communications, e-mail marketing, B2B and B2C revenue generation, public speaking, sales, advertising & promotional campaigns, and group event planning. In addition, we will review resume writing, job search strategies, and interviewing techniques.\*

### **SRM 225**

#### **Coaching at the Next Level**

**(2 credits)**

The Coaching at the Next Level course is a fully accredited 8 week online course taught by Sports Management World Wide designed for professional development and advancement in the coaching profession. Students will be trained to develop their philosophy, improve their vitae or CV, speak the language, and prepare to move to the next level, as each level of coaching requires unique skills. The main objective is to provide coaches with the tools to begin the process of moving to the next level. We examine the levels and issues in a new format to inspire creative solutions based on building a strong foundation.

### **SRM 226**

#### **Digital Video Editing**

**(2 credits)**

This is an 8-week online course taught by Sports Management World Wide that provides aspiring students an opportunity to learn the skills, inside secrets, and technology that hiring sports executives seek when hiring new video personnel. This is a one of a kind, accredited eight week online course for individuals who are passionate about securing or improving their career in the video department of any professional sports team. Skills are developed through a unique partnership with Synergy Sports Technology.\*

### **SRM 230**

#### **Introduction to Sports Management**

**(3 credits)**

Provides an overview of the business of amateur and professional sports. The course involves the planning, financing, designing, managing, and administering of health, physical education, recreation, and athletic programs and facilities.

### **SRM 240**

#### **Fundamentals of Coaching**

**(3 credits)**

A comprehensive introduction to the coaching profession. Emphasis is placed on sports at the high school and college levels, as well as youth and recreational sports programs. This course is designed to develop and enhance the understanding of the concepts and techniques of coaching across five dimensions of coaching: philosophy, behavior, teaching, physical training, and management.

## **SRM/PHIL 250**

### **Sports Ethics**

**(3 credits)**

(Alternate years 2015-2016)

This course is designed to prepare students to make decisions in sports based on professional ethics and standards of practice. Topics will include issues across age ranges and skill levels as well as issues within the private sector.

## **SRM 260**

### **Sociology in Sport**

**(3 credits)**

(Alternate years 2016-2017)

This course looks at the relationships between sports and culture, including religion, politics, economics, race, arts and science.

## **SRM 270**

### **Facilities and Event Management**

**(3 credits)**

(Alternate years 2016-2017)

This course provides students an understanding of the complexities involved in sport facility and event management. This includes a variety of activities such as planning and designing a sports facility, staff management, facility marketing, developing revenue streams, scheduling and operations.

## **SRM 340**

### **Sports Psychology**

**(3 credits)**

(Alternate years 2015-2016)

This course introduces students to psychological factors that influence athletes and exercise participants. Areas studied will include motivations to participate, management of anxiety, increasing self-esteem, reducing self-defeating thoughts, and performance enhancement. Prerequisite: Sophomore class standing.

## **SRM 350**

### **Communications in Sports**

**(3 credits)**

(Alternate years 2016-2017)

The course will review all aspects of public relations, starting with the foundations of PR in sport and progressing all the way through legal and ethical issues that sport public relations professionals encounter. The course examines the role of communication in sport as an integral component of the sport organization's overall strategies and messaging. By the end of the course students should have a complete understanding of the operation of communication in sport at all levels of sports (amateur, collegiate, professional) and the role of sport in American society. Prerequisite: Sophomore class standing.

## **SRM 360**

### **Sports Finance**

**(3 credits)**

(Alternate years 2015-2016)

The course involves students in the analysis of budget techniques and strategies for financial planning and decision-making in sport and athletic programs. It provides the financial and accounting skills necessary for sport managers to succeed in the sport industry. The course aims to provide practical, hands-on experience to real-life financial and budgeting challenges. Prerequisites: BUS 211 and BUS 212

## **SRM 394**

### **Administrative Internship I**

**(2 credits)**

The course connects the Sport and Recreation Management student with practical,

relevant, and challenging real-world experiences within the area of sports and recreation administration. Each student will be assigned to a work related experience with a college and/or outside supervisor. Prerequisite: Sophomore class standing.

### **SRM 450**

#### **Sports Law**

**(3 credits)**

This course will study the practitioner's role in the relationship between physical activity and legal issues. The course includes analysis of the legal aspects of sports, athletics, and other physical activity in society. Topics such as tort law, contract law, constitutional law, and Title IX are included. Particular emphasis is given to liability and risk management in the supervision of sports and physical activities. Prerequisite: SRM 250.

### **SRM 460**

#### **Sports Marketing**

**(3 credits)**

The course will explore the concepts of sports marketing by studying the market and clarifying the organizational needs and goals of a sport. Emphasis will be on the development and implementation of sports marketing strategies through sponsorships, licensing, pricing, promotions, advertising, broadcasting and sales. Prerequisite: BUS 242.

### **SRM 494**

#### **Administrative Internship II**

**(3 credits)**

Throughout this experience students will apply the knowledge they have gained through technical, laboratory, and theoretical classes. The internship experience leads to the connection with professionals within and outside of the WPC Community these networking opportunities shape and lead our students to employment opportunities after graduation. Prerequisites: SRM 394 and senior standing.

### **SRM 495**

#### **Coaching Internship**

**(3 credits)**

This course is a capstone course for the coaching emphasis of the sports and recreation management major. In this course the students will receive hands on experience with coaching in their chosen sport. Each student will connect with a professional coach in that sport to provide in the field support. Along with practical experience, students will develop connections through networking with professionals in the field. Prerequisite: Senior class standing.

*\*Additional fees charged by Sports Management Worldwide.*

## **THEOLOGY**

Christian Ministries Major and Minor described on pages 89-91. Graduate degree program described on page 110.)

### **TH/REL 351**

#### **Christian Thought in American Culture**

**(3 credits)**

This course is an examination of religious themes found in American culture through film, television, music and other media. Prerequisite: Sophomore class standing.

### **TH 400**

#### **Christian Theology**

**(3 credits)**

(Alternate years 2015-2016)

This course will explore key historical elements of Christian theology. Classic themes

like: God, Salvation, Humanity, Sin, and the Church will be highlighted both in the classic traditions of Christianity and in contemporary applications for the 21<sup>st</sup> century. Along with classic theological themes, the course will explore the practice of theological reflection and thinking to enable students to be active theological thinkers and apply theology to daily life.

### **TH 405**

#### **Independent Study**

**(2-3 credits)**

Independent Study involves original research and writing in an area agreed to by the professor and the student. Consent of the instructor and junior class standing is required for Independent Study. A special study petition must be completed before consent is granted.

### **TH/REL 410**

#### **Christian Ethics**

**(3 credits)**

(Alternate years 2016-2017)

This course will take the student through the ethical reflection of Christian thinkers throughout the history of the church. It will focus on primary documents. The course will introduce the student to key theological concepts and the Christian ethic that flows from major theological positions. The course will then develop the Wesleyan Ethic of social action. Each student will be required to complete a civic project that demonstrates the social responsibility of the Christian in society. Practical applications will be addressed with an emphasis on life and death issues such as abortion and euthanasia. Prerequisite: Junior class standing.

### **TH 455**

#### **Christian Theologians**

**(3 credits)**

(As needed)

A study of persons as well as theological movements and developments that have made significant theological contributions to the thought and practice of the Christian Church. This class may be taken more than once if the topic differs. Prerequisite: Junior class standing.

### **TH/SOC 470**

#### **Christian Social Concern**

**(3 credits)**

This course involves examining the biblical basis for responding to contemporary social concerns, and then learning methods for formulating Christian responses to these concerns. Prerequisite: Junior class standing.

### **TH 501**

#### **Doctrine of God and Humanity**

**(3 credits)**

(Alternate years 2016-2017)

An introduction to theology and theological thought. It is a Biblical and systematic study of the nature and relationship of God to the world. Attributes of God, the nature of revelation, and arguments for the existence of God will be considered. Positions of major theologians on the nature of God will be explored. The second half of the course will focus on humankind, its origin, relationship to the world, and moral and spiritual nature. Implications of human nature to social and world issues will be explored.

### **TH 502**

#### **Doctrine of Salvation and the Church**

**(3 credits)**

(Alternate years 2016-2017)

Biblical and systematic study of redemption and the Church. The issues of covenant,

sacrifice, and theories of the atonement will be considered. The course then applies these issues to the nature and purpose of the Church. Biblical principles are examined and contemporary applications are evaluated.

### **TH 505**

#### **Independent Study**

**(2-3 credits)**

Independent Study involves original research and writing in an area agreed to by the professor and the student. Consent of the instructor is required for Independent Study. A special study petition must be completed before consent is granted.

### **TH/REL 510**

#### **Christian Ethics**

**(3 credits)**

(Alternate years 2016-2017)

This course will take the student through the ethical reflection of Christian thinkers throughout the history of the church. It will focus on primary documents. The course will introduce the student to key theological concepts and the Christian ethic that flows from major theological positions. The course will then develop the Wesleyan Ethic of social action. Each student will be required to complete a civic project that demonstrates the social responsibility of the Christian in society. Practical applications will be addressed with an emphasis on life and death issues such as abortion and euthanasia.

### **TH 520**

#### **Biblical Theology**

**(4 credits)**

This course begins the Theological Series for the student. The class will reexamine scripture to discern theological claims. A doctrine of God and Humanity will be the theological focus of this course. The course will evaluate existing theologies using biblical resources. A personal theology using biblical resources will be constructed.

### **TH 521/522**

#### **Historical Theology I, II**

**(2, 2 credits)**

These courses will review the major periods in Church History for development of theological ideas and doctrine. The doctrine related to Christology, Soteriology, and the Atonement will be developed. The student will be expected to compare a personal theological tradition to the Wesleyan and Anabaptist traditions. The student will construct a personal theological narrative that reflects an awareness of historical development

### **TH 523**

#### **Moral Theology**

**(4 credits)**

The biblical and historical foundations of the previous courses will be used to develop the appropriate moral knowledge and action of the Christian. A comparison of one's own tradition with the Wesleyan and Anabaptist heritage will be offered. A biblical, historical and theological understanding of love will be developed. The student will be expected to activate Christian love into a practical setting of Social Concern.

### **TH 555**

#### **Christian Theologians**

**(3 credits)**

(As needed)

A study of persons as well as theological movements and developments that have made significant theological contributions to the thought and practice of the Christian Church. This class may be taken more than once if the topic differs.

## URBAN STUDIES

(Minor described on pages 100.)

### URB 140

#### Introduction to the City

(3 credits)

This is an introduction to the discipline of Urban Studies, the study of the city and urban life. It acquaints the student with an understanding of the nature of the city. In this course the city is the “textbook” and students will spend much of the time in on-site field visits exploring the various aspects of urban life.

### URB/FA 235

#### The City and the Arts

(3 credits)

(Alternate years 2016-2017)

In what way is the city “a theater of social action”, as Lewis Mumford declared it to be? This course examines the role of the arts and cultural expression in the development of urban culture. Students will explore the role of formal and informal theater, music, dance, including mime in the shaping of the city, with the City of Portland as a case study.

### URB/EN 245/345

#### Urban Literature

(3 credits)

(Alternate years 2015-2016)

This introductory literature course is an exploration of the city in fiction, poetry, and essay. It focuses primarily on American literature, on both the majority and minority experience of the city, including Hispanic, African American, Asian American, and Native American literature, though some non-American pieces will offer contrasts. Themes of community, isolation, diversity, utopia, and dystopia will be examined in print and film. What is and is not “the city” in its modern American conceptualization? The modern metropolis, its complex representations, and its diverse cultures will be of special interest to Business, Social Science, and Education students. The course meets the TSPC requirements for multi-cultural awareness. Prerequisite: EN 101; may be taken concurrently. 300 level by consent of instructor; upper division credit available for students who complete a major project. Satisfies the Core Studies requirement for Humanities elective in literature.

### URB/SOC 360

#### Urban Sociology

(3 credits)

(Alternate years 2016-2017)

This course focuses on the socio-historic development of cities and how urbanites “experience” the city in both in the United States and in the Two-Thirds World. It explores the process of urbanization and urbanism and their impact on interpersonal social life. Methodologies of studying the city will be examined. The course will devote time to a discussion of the cities of the 21st century. Prerequisite: URB 140 or SOC 140.

### URB/HIS 370

#### History of the American City

(3 credits)

(Alternate years 2016-2017)

Traces the evolution of urban centers from the colonial period to the present. Focuses on the developing systems of cities, on growth within cities, and on the social formations that have grown up within and around urban centers. Particular attention is given to the industrial and modern eras, the history of Portland, and living in cities of the future. Prerequisite: Sophomore class standing.

## **URB/SOC 390**

### **Poverty in the Urban Context**

**(3 credits)**

(Alternate years 2016-2017)

This course addresses the root causes of poverty in all its social and spiritual dimensions. The meaning of powerlessness will be examined along with theoretical and practical steps for the elimination of poverty, and the cultural and political factors that inhibit its eradication. The course will study poverty as a global urban and rural phenomenon. It is designed to grapple with theological issues related to poverty and development. The student will explore various theoretical debates on poverty, ethics of development, liberation theologies and evangelical reflection on social action to understand assumptions about poverty. The course will explore case studies for transforming poverty in less developed countries. Prerequisite: URB 140 or SOC 140.

## **URB/SS 403**

### **Grant Writing and Fundraising**

**(3 credits)**

This focus of this course is to consider the nature and role of grant writing and fundraising within the context of urban programs and organizations, private or public, for-profit or non-profit. Special consideration is given to strategic planning, budget preparedness, grant prospects, the letter of inquiry, and grant proposal artisanship as well as the process of planning and successfully executing a fundraising event or special project. Prerequisite: Junior class standing.

## **URB/PM 410**

### **Urban Ministry**

**(3 credits)**

(Alternate years 2015-2016)

The role of ministry in the urban context, through both church-based and para-ecclesiological organizations, is examined sociologically with the purpose of understanding the city and how the church can engage in ministry relevant to society. Topics such as multicultural ministry, an urban audit, ministry to diverse population groups, the role of the Internet in ministry, and the church as a social service agency, are some of the topics addressed. Prerequisite: URB 140 or or SOC 140 consent of the instructor.

## **URB/EC 420**

### **Microenterprise Development**

**(3 credits)**

(Alternate years 2015-2016)

This course introduces students to the microenterprise principles of economic development in urban communities; in other words, job creation. It discusses how key assumptions of the standard economics discourse don't always hold for neighborhoods at an economic tipping-point. It utilizes a systematic method of analyzing the role of community organizations in the economic turn-around of neighborhoods, through job creation and how microenterprise principles interplay with social forces to shape the economic development of urban neighborhoods. Prerequisite: URB 140 or SOC 140.



### **AFROTC PROGRAM**

Under a cooperative agreement with the University of Portland, Warner Pacific College students may participate in the Air Force Reserve Officers Training Corps (AFROTC) program offered on the University of Portland campus. The purpose of the program, which is administered by the Aerospace Studies faculty at the University of Portland, is to select and train students to serve as officers in the United States Air Force. AFROTC is available to qualified men and women on a competitive basis.

Scholarships are available in two, three or four-year lengths to qualified students. In-college scholarship selection boards are held in March and July of each academic year. The applicant must be attending college fulltime to be considered. Interested students should contact the AFROTC Program Counselor several months in advance to obtain nomination materials. Additional scholarships, including a Pre-Health scholarship for medical school, are also available. More information can be found on-line at [www.up.edu/afrotc](http://www.up.edu/afrotc), email [rotc695@up.edu](mailto:rotc695@up.edu) or call (503) 943-7216.

### **ACADEMIC SUCCESS CENTER**

The Academic Success Center provides Christ-centered academic support to students from diverse backgrounds who are majoring in a wide array of liberal arts disciplines by helping them engage actively in their studies.

Seeking to help a diverse group of students engage material in a variety of subjects the Academic Success Center provides the following services:

- Academic Course Tutoring – Course tutoring provides assistance in the mastery of new material and study techniques for different courses. Tutors are recommended by professors based on their understanding of the subject and hired because they like to help others.
- Writing Lab – Because good writing skills are a key component of success in almost every job, the academic success writing specialist provides strategically targeted support that systematically cultivates these skills.
- Online Writing Support – Students can submit papers from the convenience of their computer for expert tutor review.
- Academic Mentoring – Studies have shown that mentors can play a significant role in student success. Academic mentors are trained members of the Warner Pacific staff who provide support, accountability, and help demystify the college world.
- Workshops - Offered throughout the semester workshops cover a variety of subjects (MS Excel, Test taking, etc.).
- Study Tables – Study tables may be used by a class group, team, or required by professor or department.
- Academic Assistance – Individual meetings are available to help students strategize ways to achieve their academic goals (setting academic goals, establishing good study habits and developing time management strategies, and test taking, note taking, and other academic skills).
- Resources to support classroom success.
- A course in study skills and critical thinking (CLS110).

## ADULT DEGREE PROGRAM

Traditionally, a college education is available only to those who have the time and resources to spend several years away from work and often away from home in order to pursue college studies. The Adult Degree Program (ADP) offers a distinctive alternative to a traditional college format. It is specifically designed for adult learners who:

1. Have significant professional or volunteer work experience.
2. Desire to take classes at times that allow employment or other activities during the day.
3. Have responsibilities that may require a non-traditional approach to continuing their education.

Through its Adult Degree Program, Warner Pacific College serves the needs of adult learners by helping them assess personal values, expand interpersonal skills, and enhance professional competencies. Instructional strategies are based on adult learning theory and honor the experience returning adults bring to the learning environment.

Learners who complete the program cohort study and meet all other college requirements (including possible coursework outside the cohort study) may earn one of the following degrees:

Associate of Arts in Organizational Dynamics  
Associate of Science in Accounting  
Bachelor of Business Administration  
Bachelor of Health Care Administration  
Bachelor of Science in Accounting  
Bachelor of Science in Human Development  
Master of Arts in Human Services  
Master of Arts in Teaching  
Master of Education  
Master of Science in Accounting  
Master of Science in Management, with emphases in Organizational Leadership  
and Not for Profit Leadership

With the completion of additional Social Science courses, ADP students majoring in Human Development may be eligible for the Family Life Educator Certificate through Warner Pacific's National Council for Family Relations (NCFR) accredited program.

Degree programs are currently being offered in six locations in the Portland area, with the potential of new sites opening in the coming months. Classes are also offered in Vancouver, and Longview, Washington. Warner Pacific College is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Warner Pacific College to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98594-3430.

Complete details about the ADP including admission requirements, curriculum, financial aid, etc. can be found in the ADP Bulletin. Contact the ADP at 503-517-1550 or ADP@warnerpacific.edu for more information.

## CERTIFICATE PROGRAMS

Several certificated training opportunities are available to students who do not wish to pursue a full degree program. Students may elect to complete either a credit-bearing **Certificate of Mastery** or a non-credit bearing **Certificate of Training**. The courses required for the two programs are the same; students will be required to meet the established participation requirements for their level of enrollment to be eligible to earn the program certificate.

### CERTIFICATE OF MASTERY (COM)

- Students must apply for admission to the college (including submission of high school and/or college transcripts as appropriate) and meet all course prerequisites within the program.
- Students will be expected to complete all course requirements (and meet course outcomes) as detailed in the course syllabus.
- Students will earn regular college credit for the courses completed.
- All course requirements for the COM must be completed in residence at WP.
- Each course within the COM program must be completed with a minimum grade of "C-".
- Students must earn a COM program GPA of at least 2.75.
- Upon completion of the program requirements, students will receive a Certificate of Mastery, which will be posted to the official WPC transcript record.
- Credits earned may be counted as electives toward WPC degree requirements. Students who wish to pursue a major or minor in the area of an already-completed COM program will agree that the certificate will be revoked when the completed courses are applied toward the major or minor requirements.
- Tuition in the COM program will be the same as that charged of students in the degree-seeking program.
- Students may elect to change from the COM program (Credit status) to the Certificate of Training (COT) program (Audit status) no later than the last day to withdraw for the course. Any applicable refunds will be calculated based on the regular refund schedule for the course. Once a decision has been made to move from the COM to the COT program, the decision cannot be revoked.
- Requirements for the COM must be completed within five years of beginning the program.

### CERTIFICATE OF TRAINING (COT)

- Students must complete a non-degree seeking application for admission to the college.
- All courses for the COT must be taken in residence at WP.
- Students will register with audit status for the courses within the COT program.
- Students must attend at least 75% of class sessions to receive audit credit that applies toward the COT.
- Students will attend and participate in class lectures, discussions and activities, but will not be expected to complete exams, out-of class assignments or projects required of students taking the class for college credit.
- COT students may complete out of class assignments if they choose, but should not expect the instructor to grade their work. Under no circumstances will a student registered with audit status receive a letter grade for the course.

- ❑ A combination of audit and college credits may be applied toward completion of the COT.
- ❑ Students may elect to change from Audit to Credit status no later than the last day to add the course. Additional charges will be applied.
- ❑ Upon completion of the program coursework, students will receive a Certificate of Training. The COT will not be posted on the student's official WP transcript record.
- ❑ Requirements for the COT must be completed within five years of beginning the program.
- ❑ Students will be charged a reduced tuition rate within the COT program.

## **CERTIFICATE IN FAMILY LIFE EDUCATION**

Warner Pacific College offers the opportunity for students majoring in Human Development and Family Studies to receive certification in Family Life Education with the National Council on Family Relations (NCFR). This nationally acknowledged certification provides recognition to those who want to help individuals and families learn skills for leading productive and satisfying lives.

Certified Family Life Educators (CFLE) possess knowledge and expertise in the following Family Substance areas:

- Families in Society
- Internal Dynamics of Families
- Human Growth and Development over the Lifespan
- Human Sexuality
- Interpersonal Relationships
- Family Resource Management
- Parent Education and Guidance
- Family Law and Public Policy
- Ethics
- Family Life Education Methodology

Graduates of Warner Pacific College with the CFLE designation are qualified for preventive work in such vocations as community education, curriculum and research development, health care, counseling, church family life ministries and military family support.

The certification process involves:

1. Completing the Human Development and Family Studies Degree.
2. Applying for provisional certification.
3. Receiving full certification after working for two years in a family-related field.

The Human Development and Family Studies Degree includes the following coursework: 41-42 credits, 15 credits in residence, 18 credits upper division. Required:

### **Specified Core Requirements:**

PSY 140/141	General Psychology	3
SOC 140	Principles of Sociology	3

### **Major Core:**

HD 311	Prenatal/Early Childhood Development	3
HD 312	Mid-Childhood/Adolescent Development	3
HD 313	Adult Development, Aging and Dying	3
HD/HHK 320	Human Sexuality	3
SS 393	Research Methods and Applied Statistics	4

### Family Studies Courses:

SS/COMM 200	Interpersonal Communication	2
EDPSY 320	Family Life Education Methodology	2
EDPSY 420	Learning Theory	3
HD 314	Parenting Through the Life Cycle	3
REL/SOC 310	Religions of the World	3
SOC 280	Marriage and Family	2
SOC/PS 345	Social Problems/Public Policy	
OR SW 482	Child Welfare	2-3
SOC 380	Contemporary Family Issues	3
SW 480	Family Resource Management	2
SW 391/392/393	Junior Internship	
OR 491/492/493	Senior Internship	3

### POST-BACCALAUREATE FAMILY LIFE EDUCATION CERTIFICATE STUDENTS

Students who have already earned a baccalaureate degree, but wish to pursue certification with National Council on Family Relations' Certificate in Family Life Education through Warner Pacific College, will be academically evaluated on an individual basis in reference to the total number of credits earned. This will be flexible, based on the student's undergraduate work and the degree attained.

### CERTIFICATE IN CHRISTIAN URBAN PRACTICE

The Urban Studies Program at Warner Pacific College offers a certificate in Christian Urban Practice geared toward parish pastors who desire additional training in how to engage the city. It is designed to empower pastors with an understanding of the city and the practice of ministry in an urban context.

#### *Prerequisites for Certificate of Mastery†*

SOC 140	Principles of Sociology	3
URB 140	Introduction to the City	3

#### *Certificate Core Courses: 12 Credits*

URB 380	Urban Theory	3
URB/PM 410	Urban Ministry	3
URB/PM 480	Christ and the City	3
URB/SS 403	Grant Writing & Fundraising†	3

#### *Electives: 9 Credits. Choose 3 courses from the following*

SOC/URB 255	Sociology of Compassion & Altruism	3
SOC/HIS 340	Ethnic Relations in America†	3
SOC/REL/TH 351	Christian Thought in American Culture	3
TH/SOC 470	Christian Social Concern	
URB/SOC 360	Urban Sociology	3
OR URB/SOC 353	Urban Anthropology	3
URB/SOC 390	Poverty in the Urban Context	3
URB/PHIL 495	Wisdom—Its Acquisition and Practice†	3

†Required for Certificate of Mastery track

### Certificate Learning Outcomes

Students who complete the Certificate in Christian Urban Practice (the COM track) are expected to demonstrate at the end of their program the following competences and outcomes. These will be measured in the URB/PHIL 495 Wisdom—Its Acquisition and Practice capstone course.

After completing the certificate program, persons will be able to:

- Demonstrate an understanding of what constitutes “the city” in all its dimensions and its role in the development of human societies.
- Express an “urban mindset” which will prepare them psychologically, sociologically, and spiritually for engaging the city in whatever urban context, culture, and country they may find themselves.
- Exemplify the role and mission of the church, and how to be salt, light, and leaven in their respective communities.
- Employ methods of researching the city, analyzing data, and in carrying out urban surveys and ethnographies.
- Critically evaluate the role of faith-based efforts as catalysts for urban transformation through the development of an urban theology.
- Recall first-hand engagement in social service actions in meeting the various needs of diverse urban communities.
- Identify and explore practical examples of micro-economic initiatives and how to economically revitalize “dying” communities.
- Analyze the complexities of national origin, ethnic, gender, sexual orientation, disabilities, and cultural relations in urban contexts and how these social divides challenge the mission of faith-based institutions in their efforts to reduce discrimination and manifest equity and inclusiveness in all their programs and practices.
- Exhibit an ethical framework empowered by wisdom that results in the application of the knowledge and experience gained in the program through the best practices for the widest common good, emanating from cognitive humility—the realization that one does not know everything.
- Dynamically advance the vision, values, and mission of Warner Pacific College, as an urban Christian campus, in its role of being a catalyst for change in the city of Portland and beyond.

## **EARLY CHILDHOOD EDUCATION: TEACHING AND WORKING WITH FAMILIES OF YOUNG CHILDREN**

Warner Pacific College offers two paths to becoming a teacher of young children.

### **FAMILY WORK/NON-LICENSED PRE-KINDERGARTEN TEACHING OPTION**

A graduate with a Human Development Family Studies major and an Early Childhood minor is well prepared to be a teacher of young children and to work with families. Graduates may assume teaching roles in programs that do not require an Oregon teaching license. Graduates who apply to the Oregon Early Childhood Professional Development Registry meet Level IV requirements.

### **EARLY CHILDHOOD LICENSURE OPTION**

A graduate with a major in Early Childhood and Elementary Education who is admitted to the Teacher Education Program and meets the Early Childhood Authorization requirements is licensed to teach children in Oregon public schools age three through grade four. Students completing the Elementary Authorization at the same time are licensed to teach through the 8th grade.

## LABORATORY PRESCHOOL

The Early Learning Center laboratory school is an on-campus practicum site of the Education Department. The center provides a developmentally appropriate preschool opportunity for young children in the community between the ages of three and five. Early Childhood/Elementary majors or those in the Family Studies program seeking an Early Childhood minor may fulfill practicum hours in the laboratory center. The curriculum focuses on child development, developmentally appropriate curriculum for children from three to eight years; positive guidance techniques; classroom management; the role of the teacher in curriculum planning and setting up environments; working with parents; and family dynamics. Students observe and work under the supervision of a master teacher and a faculty center director.

## OFF-CAMPUS STUDY (OCS) PROGRAMS

Warner Pacific offers several opportunities for off-campus study through a partnership with the Council for Christian Colleges and Universities (CCCU).

### APPLICATION ELIGIBILITY

- Minimum of one semester full-time attendance at WPC before application to OCS
- Proof of a cumulative GPA of 2.75
- FAFSA/waiver on file with Student Financial Services (if applicable)
- Sophomore (second term), junior (either term) or senior class standing (either term) during OCS term

### APPLICATION PROCESS

All students interested in any off-campus study program need to complete the WPC OCS Process before applying to an off-campus study program. The WPC OCS Process consists of the following:

1. Forms: Completion and submission of the following forms to the Office of Student Affairs by the defined deadline:
  - WPC OCS Standards Form
  - WPC OCS Application Form
  - WPC OCS Faculty/Advisor Reference Form
  - WPC OCS Pre-Application Checklist Form
2. Interview: All applicants will be interviewed by the WPC OCS Selection Committee
3. Selection: Successful applicants will be notified of their eligibility to apply directly to their target OCS Programs with ample time to meet the individual application deadlines of their selected OCS Programs
  - Currently, a maximum of four (4) students per academic year are selected by the WPC OCS Selection Committee to represent WPC at Off-Campus Study Programs. These four students are eligible to have their WPC financial aid applied to the costs of their off-campus study term. Students participating in an off-campus study program may be subject to additional charges.
  - Students who participate in an OCS Program without being selected need to check with Student Financial Services as there is no guarantee of any WPC financial aid for the off-campus study term.

Contact the Office of Student Affairs for information and forms about the WPC OCS Process.

## CCCU OFF-CAMPUS STUDY SEMESTER PROGRAMS

The Council for Christian Colleges and Universities (CCCU), an association of 113 members and 73 affiliate institutions in 23 countries, offers the following semester and summer programs to students of its member institutions. The programs offer a unique opportunity for students to make the world their classroom, going beyond the confines of the traditional learning environment. These interdisciplinary learning opportunities are available to juniors and seniors, while some programs also accept second-semester sophomores. For further information, contact either the Off Campus Study Program Coordinator in the Office of Student Affairs or the CCCU at:

Council for Christian Colleges and Universities  
Student Programs — Washington, D.C. Office  
321 Eighth Street, N.E.  
Washington, DC 20002  
Toll 1-877-946-9373  
Fax 202-546-8914  
[info@bestsemester.com](mailto:info@bestsemester.com)  
[www.BestSemester.com](http://www.BestSemester.com)

### American Studies Program (ASP)

Since 1976, the American Studies Program has served as an experiential learning laboratory for students committed to connecting their faith to public affairs. More than 2,500 students have come to Washington and nearly 500 alumni currently work in the DC metro area in a variety of professional fields-private and public, for-profit and non-profit. Each student enrolls in the program's two practicum courses: Internship and Topics in Leadership & Vocation. Students have the option of enrolling in a one-credit Professional Mentorship course. In addition, students apply to either the Public Policy track or the Global Development track. The Public Policy track equips and supports students in their analysis of pressing public policy issue. Each student produces original research by engaging area experts and practitioners off-site and in the classroom as they investigate the local, national and global factors that influence policy-making in Washington, DC. The Global Development track focuses on partnership initiatives taken by leaders in commercial, governmental and non-governmental organizations as they explore the impact they can achieve by collaborating to address issues of sustainable development worldwide. *ASP students earn 15-16 semester hours of credit.*

### Australia Studies Centre - (ASC)

Since Spring 2004, the CCCU has partnered with the Wesley Institute in Sidney Australia to offer the Australia Studies Centre. Throughout the semester, students study theology, global justice issues affecting Australia, Indigenous cultures and the arts. Every student is required to take the courses "The View from Australia: Issues in Religion, Politics, Economics & Cultural Values" and "indigenous History, Cultures Identity". Additionally, students choose electives from Wesley Institute offerings in theology/ministry, music, drawing/graphic design, drama, dance, dance movement therapy, and counseling. Students live with Australian families and volunteer with local community service providers. In order to experience the various aspects of Australian culture, students spend time in the Australian capital, Canberra; travel to the edge of the Australian Outback; and spend the last week of semester connecting with Maori people in New Zealand. Beginning in Spring 2014, ASC will move to Brisbane Australia and partner with Christian Heritage College. More information can be found on the ASC webpage at [www.bestsemester.com](http://www.bestsemester.com). *ASC students earn 16-18\* semester hours of credit.*



### **China Studies Program (CSP)**

The China Studies Program enables students to engage China's ancient history and intrigue from an insider's perspective. While immersed in Chinese culture, students participate in seminar courses on the historical, cultural, religious, geographic and economic realities of this strategic, populous and extremely influential nation. Students choose between completing a broad Chinese Studies Concentration or a Business Concentration, which includes an internship at a Chinese-owned and operated business in China. Students also study standard Chinese language with the goal of attaining the ability to handle everyday transactions in Mandarin. The program begins the semester in Hong Kong and introduces students to the diversity of China, including the capital city of Beijing, legendary Shanghai, ancient Xian and seaside Xiamen. This interdisciplinary, cross-cultural program enables students to communicate and understand the unique culture and people of China and an informed, Christ-centered perspective. *CSP students earn 16-18\* semester hours of credit.*

### **Contemporary Music Center (CMC)**

The Contemporary Music Center provides students with the opportunity to live and work in the refining context of community while seeking to understand how God will have them integrate music, faith and business. The CMC offers three tracks: Artist, Executive and Technical. The Artist Track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers and producers. The Business Track is designed for business, arts management, marketing, communications and related majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters and entertainment industry entrepreneurs. The Technical Track prepares students for careers in live sound, concert lighting and studio recording. Students within each of the tracks receive instruction, experience and a uniquely Christ-centered perspective on creativity and the marketplace, while working together to create and market a recording of original music. Each track includes coursework, labs, directed study and a practicum. *CMC students can earn 16 semester hours of credit.*

### **India Studies Program (ISP)**

"Unity in Diversity" is the hallmark of the nation of India. The India Studies Program is structured to provide students with both immersion in a local community and broad exposure to a variety of peoples, paces and customs in India, including an extensive two-week travel portion of the program to provide students a close up look at India's diversity. Students will participate in two core courses designed to provide a broad overview of the historical, religious, geographical and economic landscape of India. Building on their basic understating of India's past and contemporary realities students will have opportunities to explore a variety of issues-poverty, social justice, rapid social change, religious pluralism-through the eyes and experience of Indian Christians. Rounding out the semester experience, student will also have the opportunity to take course s in their major areas with Indian students and professors. At its heart, the India Students Program strives to encourage and equip students to effectively relate to India and its people in an informed, constructive and Christ-centered manner. *ISP students earn 16 semester hours of credit.*

### **Latin American Studies Program (LASP)**

Based in San Jose, Costa Rica, the Latin American Studies Program introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology and religion of the region. Through living with local

families, students become a part of the day-to-day lives of Latin Americans. Students also take part in a practicum/internship and travel to nearby Central American nations. Students participate in one of four concentrations: Latin American studies (offered both fall and spring terms); advanced language (designed for Spanish majors and offered both fall and spring terms) and environmental science (offered only during spring terms). Depending on their concentration, students travel to nearby Central American nations including Nicaragua and Cuba. *LASP students earn 16-18\* semester credits.*

### **Los Angeles Film Studies Center (LAFSC)**

Founded in 1991, the Los Angeles Film Studies Center trains students to serve in various aspects of the film industry with professional skill and Christian integrity. Each semester, students live, learn and work in L.A. The curriculum consists of two required seminars, Hollywood Production Workshop and Faith & Artistic Development in Film, focusing on the role of film in culture and the relationship of faith to work in this very influential industry. In addition, students choose one elective course from a variety of offerings in film studies. Internships in various segments of the film industry provide students with hands-on experience. The combination of the internship and seminars allows students to explore the film industry within a Christian context and from a liberal arts perspective. *LAFSC students earn 16 semester hours of credit.*

### **Middle East Studies Program (MESP)**

Based in Cairo, Egypt, the Middle East Studies Program offers students a unique opportunity to explore and interact with the complex and strategically important world of the modern Middle East. Students explore diverse religious, social, cultural and political traditions of Middle Eastern peoples through interdisciplinary seminars. They also study the Arabic language and may work as volunteers with various organizations in Cairo. Through travel in the region (typically Israel, Palestine, Lebanon, Jordan, Syria and Turkey), students are exposed to the diversity and dynamism of the local culture. At a time of tension and change in the Middle East, the MESP encourages and equips students to relate to the Muslim, Eastern Christian and Jewish worlds in an informed, constructive and Christ-centered manner. *MESP students earn 16 semester hours of credit.*

### **Oxford Summer Programme (OSP)**

The Oxford Summer Programme allows students, as affiliate members of the Wycliffe Hall, University of Oxford, to do intensive scholarship in the oldest university in the English speaking world. During the five-week programme, students hone their research and writing skills and delve into the areas that interest them most while exploring the relationship between Christianity and the development of the British Isle. Seminars and tutorials are given on specialized topics under expert Oxford academics in the areas of English language and literature, history, including the history of art and history of science, philosophy and theology and the study of religion. The programme is structured for rising college sophomores, juniors, and seniors, graduate and seminary students, non-traditional students, teachers and those enrolled in continuing education programs. *OSP students earn 6 semester hours of credit.*

### **The Scholars' Semester in Oxford (SSO)**

The Scholars Semester in Oxford is designed for students who want to study intensively and to a high standard. Students develop their academic writing and research skills and explore the disciplines and interests of their choice. As Visiting Students of the University of Oxford and members of Wycliffe Hall, students study in the oldest university in the English speaking world. SSO students enroll in a primary and secondary tutorials, an integrative seminar (or theses in the case of second term students), and a British

landscape course. Students group their work in a concentration so that all elements of their programme work together. SSO is designed for students interested in art history, classics, English language and literature, history, modern languages (French, German, Italian, Portuguese, and Russian), musicology, philosophy, psychology and theology, though all majors may apply. Applicants are generally honors and other very high-achieving students and must have at minimum a 3.5 GPA to be considered for the programme. *SSO students earn 17 semester hours of credit for a semester and may complete two semesters of the programme.*

### **Uganda Studies Program (USP)**

The Uganda Studies Program provides students with both immersion in a local community and broad exposure to a variety of people and places in Uganda and Rwanda. Students in the Uganda Students Emphasis (USE) and Social Work Emphasis (SWE) share their lives with university students, living primarily on campus at Uganda Christian University (UCU), an international affiliate member of the CCCU located 15 miles east of the capital city of Kampala. They also participate in two short home stay experiences. Students in the Intercultural Ministry and Missions Emphasis (IMME) live with host families within walking distance of the university. Most of the courses offered are taught by UCU professors and many include both UCU and USP students. As a result, a spectrum of Ugandan relationships give USP students a first-hand perspective as they explore issues such as poverty, cultural expressions of Christianity and missions, and as they seek to reconcile the realities of East Africa with their Christian faith. Students also spend time in Rwanda and rural Uganda. In addition to the core experiential course, students choose from an approved selection of course from UCU curriculum to *earn up to 16 hours of credit.*

### **Washington Journalism Center (WJC)**

The Washington Journalism Center (WJC) is a semester-long study program in Washington, DC created for students interested in the field of journalism. While in Washington, students take classes focusing on their personal writing skills and on the history and future of the media. These classes - Foundations for Media Involvement, Reporting in Washington, and Washington News and Public Discourse - combined with an internship at a top news publication help students learn to integrate their faith in a journalism career. Students also participate in service learning opportunities as part of the WJC experience. *WJC students earn 16 semester hours of credit.*

*\*Note: When the possibility of 18 credit hours is indicated, enrollment requires prior approval of the program and home campus.*

## **OTTO F. LINN LIBRARY**

The Otto F. Linn Library serves as a center of research for Warner Pacific and leads the community in information literacy instruction and best practices for resource searching, sharing, and fair use policies.

The library's collection is curated to support the liberal arts focused curriculum of Warner Pacific College. In addition to the physical collection of books, periodicals, videos, DVDs, and CDs, patrons have access to the shared resources of the Orbis Cascade Alliance; approximately 30,000,000 unique items are available from 37 academic libraries in the Pacific Northwest region. Additionally, the library's interlibrary loan service provides world-wide access to research materials. Utilizing an online discovery system, patrons will uncover a variety of resources in a single search.

The library's web pages provide access to eBooks, electronic databases, over 60,000 full-text journals, electronic research guides, online tutorials, and digital archives. Color printing, photocopying, wireless internet, and public computers are available to all members of the Warner Pacific community. An exceptional staff provides service and instruction within the library, the classroom, and online.

The library is dedicated to Dr. Otto F. Linn, who served as Dean and Faculty of the college from 1942 to 1955.

## **SOCIAL WORK PROGRAM**

### **ADMISSION TO THE SOCIAL WORK PROGRAM**

The social work program has established the criteria for admission that it believes will best position students to be successful in the field of social work and in accordance with common registration and/or licensing requirements. The Social Work Application Packet is available electronically and in print from the Social Science Department. It is also distributed and discussed during Social Work Information Meetings and as part of the SW 200, Exploring Social Work class. It spells out the timeframe, academic and other requirements, and expectations for admission, and also includes the Social Work Student Handbook. The application packet contains all necessary forms and instructions. Prior to formal application, students are encouraged to discuss any concerns with their advisor or the Program Director. Students must be admitted to the Social Work program prior to registering for the social work practice classes (SW 380, SW 385 and SW 390).

The application approval process includes:

1. Completion of SW 200 Exploring Social Work and achievement of sophomore class standing.
2. A cumulative grade point average (GPA) of 2.5 or higher and a minimum of 2.75 GPA in Social Work courses.
3. Completion of a Social Work Program Application form.
4. Documentation of successfully passing a criminal background check
5. Submission of four reference letters: two references should be from non-social work WPC faculty and two from non-relative sources who have personal knowledge of the student's character, suitability for the social work profession, and experience.
6. A personal narrative of 750-1000 words in APA style that demonstrates acceptable writing and communication skills is required of all applicants. It should include:
  - a. A summary of life experiences, perspectives, and motivation that brought the student to the point of application;
  - b. A discussion of personal values and ethics and degree of congruency with the NASW Code of Ethics and the overall purpose of the social work profession;
  - c. A personal assessment of strengths and challenges that may impact the student's future career
  - d. A summary of knowledge and experience with diversity, human rights, and justice
  - e. Perception of social work classes taken so far
7. Participation in a personal interview with the social work faculty and at least one other non-social work faculty member.

## **MAINTAINING GOOD STANDING IN THE SOCIAL WORK PROGRAM**

In order to maintain good standing and eligibility to earn a B.S. in Social Work degree, students who have been admitted to the Social Work program must:

1. Maintain a cumulative grade point average of 2.5 or higher and a minimum GPA of 2.75 in Social Work courses. Each course in the major must be passed with a minimum grade of “C-“.
2. Report and document any subsequent criminal behavior after the initial criminal background check.

## **TEACHER EDUCATION PROGRAM**

Teacher Education at Warner Pacific College provides a Christian liberal arts education along with preparation in a teaching specialty. Faculty members will assist and guide the student to attain each individual’s educational career goals.

The Teacher Education Program is approved by the Oregon Teacher Standards and Practices Commission. Warner Pacific graduates have established an excellent reputation in the education community and are employed both nationally and internationally. The Teacher Education Handbook guides students who are preparing for a career in education. This handbook is posted on the Education News & Resources page in Moodle.

### **ADMISSION TO THE TEACHER EDUCATION PROGRAM**

Admission to the Teacher Education program is not automatic. It requires a formal application and approval procedure, including the following:

#### Undergraduate (ECE/EL) Program

1. Completion of at least 45 semester credits with a GPA of 2.75 before applying.
2. Successful completion of ED 250 with a grade of “C-” or better.
3. Documentation of passing a state-required Basic Skills exam.
4. Recommendations from three Warner faculty members and one from an off-campus source.
5. A personal narrative describing the strengths the applicant would bring to the profession.
6. A personal interview conducted by a Teacher Education Interview Committee, which serves as the final step to program acceptance.

#### Graduate (ML/HS & K-12) MAT Program

1. A completed application
2. A bachelor degree with a minimum 3.0 GPA
3. Three recommendations
4. An academic paper demonstrating proficient college level writing ability
5. A passing score on each section of a TSPC approved basic skills exam (reading, writing, math)
6. A passing score on the Protecting Student and Civil Rights in the Educational Environment exam
7. A passing score on the ORELA exam in the licensure content area
8. Fingerprint clearance through TSPC
9. Completion of all prerequisite courses with a grade of C or better:

- a. HD 311 Prenatal through Early Childhood Development (3)
  - b. HD 312 Mid-Child through Adolescent Development (3)
  - c. EDPSY 420 Learning Theory (3)
  - d. SS 353 Cultural Diversity (3)
  - e. ED 415/515 Classroom Management (with 30 hours practicum) (3)
10. A personal interview conducted by a Teacher Education Interview Committee, which serves as the final step to program acceptance

## TEACHER LICENSURE

Teacher Education students at Warner Pacific can pursue state licensure for teaching in the following areas:

### Authorizations:

- Early Childhood (Pre-K - Grade 4)
- Elementary Education (Grades 3-8)
- Middle Level (Grades 5-10)
- High School (Grades 7-12)

### Endorsements:

- Biology
- Language Arts
- Basic Mathematics
- Advanced Mathematics
- Music
- Physical Education /Health
- Reading
- Social Studies

## POST-BACCALAUREATE TEACHER EDUCATION STUDENTS

Students who have already completed a bachelor degree and are considering teaching as a career may qualify for the Early Childhood/Elementary Education teaching license by completing a minimum of three semesters of resident study at Warner Pacific, including the student teaching semester (36 semester credits minimum). After a careful analysis and comparison of the student's transcripts with the Warner Pacific College approved program, a plan of study is developed.

## TESTING REQUIRED FOR PROGRAM COMPLETION

In Oregon, a system of multiple measures is used to determine the status of "program completer." One component of this system requires the candidate to pass standardized basic skills exams, a battery of subject matter exams, and the Civil Rights and Equity in the Educational Environment Examination. In the undergraduate program, the basic skills exams must be passed prior to admission to the Teacher Education program, and the subject matter exams and the Civil Rights Exam must be passed prior to Student Teaching I. In the graduate (MAT) program, all exams must be passed before beginning the program.

## COMPLIANCE INFORMATION

The following statistical information is provided in compliance with the Higher Education Amendments of 1998:

### Test Pass Rates

Because the passage of basic skills and subject matter tests is required for program completion in Oregon, the state pass rate is 100%. Individuals who do not pass the required tests are not considered to be program completers and are not eligible for Initial Teaching Licenses. Warner Pacific College is not classified as a low-performing institution.

**Program Information**

During the 2014-2015 academic year, 30 students were enrolled in the Teacher Education program. A minimum of 600 hours (40 hours per week for 15 weeks) was required to complete supervised practice teaching; the student to faculty ratio in supervised practice teaching was 3:1.

## Personnel

WARNER PACIFIC  
COLLEGE FACULTY**Janelle Austen**

Academic Advisor, Adult Degree Program; M.S., Warner Pacific College.

**Terry Baker**

Associate Professor of Philosophy and Rhetoric; M.Div., Princeton Theological Seminary.

**Kelly Ballard**

Associate Professor of Music; D. Min., George Fox University.

**W. Jay Beaman**

Director of Institutional Effectiveness; Ph.D., Iowa State University.

**Mari Bettineski**

Director of Library Services; Assistant Professor; M.S., Drexel University.

**Jess Bielman**

Assistant Professor of Christian Ministry; D. Min., Wesley University.

**Celeste Cameron**

Academic Advisor, Adult Degree Program; MBA, University of Phoenix.

**Jennifer L. Cameron**

Chair, Department of Music; Associate Professor of Music; M.M., Portland State University.

**Robert Campy**

Associate Professor of Health and Human Kinetics; M.S., Eastern Washington University.

**Stephen Carver**

Chapman Chair in Biblical Studies; Professor of Biblical Studies; Ph.D., Luther Northwestern Theological Seminary.

**Victoria Cumings**

Registrar; Associate Professor; M.C.M., Western Seminary.

**Erin E. Davis**

Associate Registrar, Adult Degree Program; Associate Professor; Ph.D., Indiana University.

**Cole Dawson**

Professor of History; Ph.D., Miami University.

**Gregory Dean**

Associate Professor of Business; M.A., University of Oklahoma.

**William Dobrenen**

Director of General Education, Adult Degree Program; Assistant Professor; M.A., Western Seminary.

**Meg DuMez**

Academic Advisor, Adult Degree Program; Assistant Professor; M.A., Western Seminary; M.A., Geneva College.

**Elizabeth DuPriest-Melo**

Chair, Department of Natural Sciences and Health; Associate Professor of Biology; Ph.D., Oregon Health and Science University.

**Megan Enos**

Director of Academic Advising, Adult Degree Program; Assistant Professor; M.A., George Fox University.

**Daymond Glenn**

Assistant Professor of Urban Studies; Ed.D., Lewis & Clark College.

**Luke Goble**

Chair, Department of Humanities; Associate Professor of History; Ph.D., University at Buffalo, SUNY.



**Robin Gordon**

Faculty Chair; Associate Professor of Speech and Drama; M.F.A., Ohio State University.

**Pamela Harrington**

Co-Chair, Department of Social Science; Assistant Professor of Social Work; M.S.W., Western Michigan University.

**Shelly Hartzell**

Assistant Professor of Accounting; M.S., Warner Pacific College.

**Ryan Hubbard**

Assistant Professor of Health and Human Kinetics; Ed.D., University of Southern California.

**Lori Jass**

Associate Vice President for the Adult Degree Program; Ed.D., University of St. Thomas.

**Michael Jerpbak**

Co-Chair, Department of Social Science; Coordinator, Adult Degree Program Curricular Services; Associate Professor of Human Development; Ph.D., University of Minnesota.

**Dean Long**

Assistant Professor of Education, Adult Degree Program; MAT, Lewis & Clark College.

**Stephanie Mace**

Assistant Professor of Social Work and Human Development; Ph.D., Colorado State University.

**Roger Martin**

Chair, Department of Business; Associate Professor of Business; Ph.D., Fielding Graduate University.

**Douglas McClay**

Electronic Services Instruction Librarian; Assistant Professor; M.S., Drexel University.

**Robert Nava**

Chair, Department of Education; Director, Graduate Teacher Education; Associate Professor of Education; Ph.D., Oregon State University.

**Reginald Nichols**

Vice President for Academic Affairs; Dean of the Faculty and Chief Academic Officer; Ed.D., University of San Francisco.

**Heidi Olivadoti**

Director of Teacher Education; Associate Professor of Education; Ed.D., George Fox University.

**Heidi Owsley**

Associate Professor of English; M.A., Michigan State University.

**Timothy Peterson**

Executive Director of Teaching and Learning; Professor of Urban Studies; Ph.D., Portland State University.

**Connie Phillips**

Professor of English; Ph.D., Indiana University of Pennsylvania.

**Dennis Plies**

Professor of Music; D.A., Western Colorado University.

**Pamela Plimpton**

Professor of English and Literature; Ph.D., University of Oregon.

**David Terrell**

Professor of Physical Science; Ph.D., University of Newcastle Upon Tyne.

**Christine Tokonitz**

Assistant Professor of Health Care Administration; M.S., Warner Pacific College, M.S., St. Francis University (Illinois).

**Cassandra Trentaz**

Chair, Department of Religion and Christian Ministries; Associate Professor of Theology, Ethics and Church History; Ph.D., Chicago Theological Seminary.

**Bradley Tripp**

Professor of Biology; Ph.D., University of Northern Colorado.

**PROFESSORS EMERITI****Sandra Ahlquist**

Social Work; M.S.W., Portland State University.

**Bonnie Bailey Allen**

Business; J.D., Willamette University.

**John Fazio**

Developmental Psychology; Ph.D., Fielding Graduate University.; C.T.S., Association of Traumatic Stress Specialist.

**Louis Foltz**

Educational Psychology; Ph.D., University of California, Berkeley.

**Jeanne Frolick**

Music; Ph.D., Columbia Pacific University.

**Thomas Kunke**

Health and Human Kinetics; M.Ed., Oregon State University.

**Phyllis Michael**

Human Development; M.S., University of Kansas; M.A., University of Missouri, Kansas City.

**Thomas Miller**

Music; D.M.A., University of Missouri, Kansas City.

**Charles E. Nielsen**

Sociology and Economics; M.S., South Dakota State University; M.Div., School of Theology, Anderson University.

**Edward Whitehead**

Adult Degree Program; M.A., Chapman College.

**SENIOR ADJUNCT FACULTY****Brion Beninnger**

Biological Science; M.D., University of Leicester.

**Jarod Jacobs**

Religion and Christian Ministries, M.A., Trinity Western University

**Arthur Kelly**

Humanities; Religion and Christian Ministries; M.A., Lewis & Clark College.

**Anthony Kriz**

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**Susanna M. Lundgren**

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**EXECUTIVE CABINET****Andrea Cook**

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**Aaron McMurray**

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**Reginal T. W. Nichols**

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**Dale Seipp, Jr.**

Vice President for Enrollment and Marketing; M.Ed., Linfield College.

**Steve Stenberg**

Vice President for Operations; P.E.; B.S., Mechanical Engineering, Portland State University.

**PRESIDENT EMERITUS****Dr. Jay A. Barber, Jr.****ACADEMIC ADMINISTRATION****Reginald Nichols**

Vice President for Academic Affairs; Dean of the Faculty; Chief Academic Officer

**Victoria Cumings**

Registrar

**Lori Jass**

Associate Vice President for the Adult Degree Program

**Timothy Peterson**

Executive Director of Teaching and Learning

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Vice President for Enrollment and Marketing

**Gerardo Cifuentes**

Director of Admissions

**Nick Poindexter**

Assistant Director of Admissions for Recruitment

**Rashree Abernathy**

Senior Enrollment Counselor

**Mariana Toscano**

Senior Enrollment Counselor

**Michael Flores**

Enrollment Counselor

**Kraig Etzel**

Assistant Director of Admissions for Operations

**Kimberly Love**

Retention and Student Success Manager

**STUDENT FINANCIAL SERVICES****Cynthia D. Pollard**

Director of Student Financial Services and Financial Aid

**Bryan Cook**

Associate Director of Student Financial Services

**STUDENT AFFAIRS****Daymond Glenn**

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**Jess Bielman**

Director of Campus Ministries

**Carol Dell'Oliver**

Director of Career and Life Counseling

**Rod Johanson**

Director of Academic Success

**Michelle Lang**

Associate Director of Campus Ministries

**Kyra Pappas**

Director of Leadership Development and Student Programs

**Kia Smith**

Assistant Director of Leadership Development and Student Programs

**Nicole Thompson**

Student Affairs and Residence Life Coordinator

**Jared Valentine**

Student Affairs Compliance Officer

**Jeanie Whitten-Andrews**

Multicultural and Service Learning Coordinator

**FINANCE OFFICE****Steve Stenberg**

Vice President for Operations

**OFFICE OF ADVANCEMENT****Aaron McMurray**

Vice President for Institutional Advancement and External Relations

**BOARD OF TRUSTEES OF THE COLLEGE****Mr. Stephen Anderson**

Owner/President  
Evergreen Energy Corporation  
Wilsonville, Oregon

**Mr. Marcelo Anteparra-Naujock**

CEO/Executive Creative Director  
Caffelli  
Portland, Oregon

**Mr. Noel Castellanos**

CEO  
Christian Community Development  
Association  
Chicago, Illinois

**Mrs. Sarah Castles**

Former Educator  
Current Community Leader  
Portland, Oregon

**Rev. Jerry Davisson**

Pastor  
First Church of God  
Tulare, California

**Mrs. Barbara Denton**

Retired  
Shelton, Washington

**Mr. Daryl Dixon**

Chief Diversity & Equity Officer,  
Multnomah County  
Portland, Oregon

**Rev. Jeremy Dixon**

Pastor  
First Church of God . . . Center of Hope  
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**Dr. G. Blair Dowden**

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Professor Emeritus of History  
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**Rev. Mark Fast**

Pastor  
Centralia Community Church  
Centralia, Washington

**Mr. Ott Gaither**

Owner, Gaither Construction  
Battle Ground, Washington

**Mr. Kurt Gilje**

Senior Vice President – Investments  
Stifel, Nicolaus & Company, Inc.  
Camas, Washington

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# Academic Calendar

## Fall Semester 2015

Academic Year Begins .....	August 24, 2015
New Students Arrive/Residence Halls Open at 9:00 a.m. ....	August 29
Last Day to Register for Classes .....	August 31
Classes Begin .....	September 1
Add/Drop Period Begins .....	September 1
Convocation, 10:00 a.m. ....	September 1
Labor Day Holiday .....	September 7
Last Day to Add .....	September 11
Census Day .....	September 14
Common Day of Service (classes before 4:00 p.m. cancelled) .....	TBA
Last Day to Drop (no “W”), 5:00 p.m. ....	September 21
Midterm Break .....	October 15-16
Midterm Grades Due, 5:00 p.m. ....	October 23
Last Day to Withdraw (“W”) or P/NP, 5:00 p.m.....	November 6
Spring Schedule Registration Review .....	November 9-20
Thanksgiving Holiday.....	November 26-27
Fall Classes End.....	December 11
Last Day to File Request for Incomplete (“I”) or In Progress (“IP”), 5:00 p.m. ....	December 11
Final Exams .....	December 14-17
Graduating Senior Grades Due, 5:00 p.m.....	December 17
Faculty Day.....	December 18
Winter Commencement, 10:00 a.m. ....	December 19
Fall Final Grades Due, 5:00 p.m.....	December 21

**Spring Semester 2016**

Spring Semester Begins .....	January 13, 2016
Last Day to Register for Classes .....	January 18
Martin Luther King Holiday .....	January 18
Classes Begin .....	January 19
Add/Drop Period Begins .....	January 19
Last Day to Add, 5:00 p.m. ....	January 29
Last Day to Drop (no “W”), 5:00 p.m. ....	February 8
President’s Day Holiday .....	February 15
Midterm Grades Due, 5:00 p.m. ....	March 11
Spring Break (dates tentative).....	March 21-25
Good Friday (campus closed for the afternoon) .....	March 25
Last Day to Withdraw (“W”) or P/NP, 5:00 p.m.....	March 28
Advisement/Registration: Summer ‘16, Fall ‘16, Spring ‘17 .....	April 11-22
Honors/Awards Chapel, 10:00 a.m. ....	May 5
Spring Classes End .....	May 6
Last Day to File Request for Incomplete (“I”) or In Progress (“IP”), 5:00 p.m. ....	May 6
Final Exams .....	May 9-12
Graduating Senior Grades Due, 5:00 p.m.....	May 12
Faculty Day .....	May 13
Spring Commencement, 10:00 a.m.....	May 14
Spring Final Grades Due, 5:00 p.m. ....	May 16

**Summer Semester 2016**

Classes begin (Full Schedule TBA) .....	May 23
August Commencement (tentative) .....	August 20

# Campus Directory

## Main Switchboard: 503-517-1000

Toll Free: 800-804-1510

Academic Affairs .....	503-517-1036
Academic Support Center .....	503-517-1005
Admissions (Front Desk) .....	503-517-1020
Adult Degree Program .....	503-517-1550
Advancement .....	503-517-1114
Alumni Relations .....	503-517-1026
ASWPC .....	503-517-1193
Athletics .....	503-517-1370
Auxiliary Services .....	503-517-1057
Bookstore .....	503-517-1100
Cafeteria .....	503-517-1090
Chief Academic Officer .....	503-517-1221
Campus Safety .....	503-250-1730
Career & Life Counseling .....	503-517-1119
Copy Center .....	503-517-1210
Dean of the Faculty .....	503-517-1221
Early Learning Center .....	503-517-1082
Enrollment (Front Desk) .....	503-517-1020
Faculty Office .....	503-517-1095
Food Service / Sodexo .....	503-517-1029
Housing .....	503-517-1007
Human Resources .....	503-517-1031
Information Services .....	503-517-1397

Library .....	503-517-1102
Mailroom .....	503-517-1210
Maintenance .....	503-517-1217
Music Office .....	503-517-1104
Nurse .....	503-517-1001
President's Office .....	503-517-1212
Records / Registrar .....	503-517-1013
Student Development .....	503-517-1009
Student Financial Services .....	503-517-1091
Teacher Education .....	503-517-1080
Work Study Office .....	503-517-1091

## FAX Numbers

Main .....	503-517-1350
Enrollment .....	503-517-1540
ADP, Cascade .....	503-459-4161
ADP, Centre 205 .....	503-517-1551
Athletics .....	503-517-1250
Student Financial Services .....	503-517-1352
Library .....	503-517-1351
Records / Registrar .....	503-517-1352

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