



WARNER  
PACIFIC  
UNIVERSITY



# 2020-2021 Catalog

# Welcome

Welcome to Warner Pacific University! The 2020-2021 academic year will be undertaken during a period of unprecedented times. In spite of the uncertainty of this pandemic that will affect higher education institutions across the nation, Warner Pacific University will remain flexible, dutiful, watchful and continuous in our following the great grace upon our institution that has sustained it since its founding in 1937. As Warner Pacific University's newly appointed 8th President, I am confident that we will continue to move forward into a very bright future while building upon the foundation of the past 12 years under the wonderful leadership of President Andrea Cook.

My leadership team and I will continue to emphasize and value Warner Pacific University's standing as a vibrant, progressive university located within the beautiful city of Portland, Oregon. Warner Pacific University is and will remain a Christ-centered urban liberal arts university 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. Still further, the institution will continue to be guided by its foundational principles and evolution within the past 12 years as a dynamic, progressive institution while maintaining values that embraces its tradition, yet remains open to embrace the particular trajectory we are called to fulfill. To this end, I wish to reiterate and underscore President Andrea Cook's words from excerpted from the 2019-2020 Catalog:

“Four core themes run through our mission statement and guide the holistic educational process at Warner Pacific University. 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 University 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 the flourishing of 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. Increasingly, students are pursuing career-focused majors. We believe our liberal arts core provides an important foundation for students to gain the essential skills for leadership and success in all of life's pursuits. 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 formation and success of students from diverse backgrounds. We believe a Christ-centered urban education at Warner Pacific University 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 await you as you embark on your educational journey at Warner Pacific University. 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.”

In closing, I wish to offer the words of Os Guinness as you undertake the 2020-2021 academic year: “All callings are made sacred by the Caller.” Warner Pacific University will continue to assist each of our students to fulfill their unique callings within a myriad of fields throughout Portland, the northwest region, the United States of America and the world.

A handwritten signature in black ink, appearing to read 'Brian L. Johnson', with a long horizontal flourish extending to the right.

Sincerely,  
Brian L. Johnson, Ph.D.  
8th President, Warner Pacific University

# History and Accreditation

Warner Pacific University 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. In 2018, the name was changed to Warner Pacific University to more accurately reflect the growth and development it has experienced in the scope of the programs offered and the scale of what its graduates are achieving. 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 university 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 217).

## Provviso

Warner Pacific University 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 university as a Christ-centered liberal arts institution. Warner Pacific University 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 University reserves the right to make changes at any time without prior notice. This catalog is not a contract between Warner Pacific University 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 university 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; Service members Opportunity Colleges Consortium; Council on Social Work Education; Council for the Accreditation of Educator Preparation; National Association for the Education of Young Children 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 university dedicated to providing students from diverse backgrounds an education that prepares them to engage actively in a constantly changing world.

## Vision

Mission-driven leaders who change the world.

## Values

Warner Pacific University values:

- We learn in an inclusive community
- We innovate toward experiential learning and academic relevance
- We engage our spiritual journey with Christ at the Center
- We serve and care for our city and world
- We cultivate curiosity, creativity, and purpose

## 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 University 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 university.

## 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 University unique. The Office of Admission 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 Admission 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 University 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 1. 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 Admission 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 Admission  
Warner Pacific University  
2219 SE 68th Avenue  
Portland, Oregon 97215-4026

Prospective students may also apply on-line at the admission section of the Warner Pacific University 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 University *application for admission*, which includes a *Community Agreement*.
2. A *\$25.00 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 personal statement (short essay).*
4. *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.
5. *An official transcript from each college and university* attended sent directly from the institution to the Warner Pacific University Office of Admission.
6. *Standardized Testing (Optional)*

Warner Pacific University is committed to a holistic view of all of our applicants, and it recognizes that an applicant's secondary school record (their curriculum and grades) and standardized testing are strong predictors of success at the University. We also know that research supports – and many students believe – that SAT and ACT scores do not fully represent students' academic achievement, potential and college preparedness, and that the secondary school record is a stronger predictor of success than standardized testing. The University has approved a test-optional policy that will allow those applying for admission the option of not submitting standardized test scores, except in select circumstances. If a student chooses to submit an application without a standardized test (SAT or ACT) score, the admissions review will focus on high school transcripts and admissions essay along with any supplemental documentation of academic ability.

*If you choose to submit scores*, WPU accepts official examination scores from the Scholastic Assessment Test of the College Examination Board (SAT) or American College Testing Program Assessment (ACT) for 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 recommendation is not applicable. Information regarding registration, test dates, and location may be obtained from a high school guidance counselor, the Warner Pacific University Office of Admission, or from:

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

WPU SAT Code: **4595**

ACT Program: [www.actstudent.org](http://www.actstudent.org)

WPU ACT Code: **3486**

7. *A personal interview* and/or references may be required of selected candidates.

## INTERNATIONAL STUDENT ADMISSION

The following are required to complete the application process:

1. A completed Warner Pacific University *application for admission*, which includes a *Community Agreement*.
2. A *\$25.00 non-refundable application fee*.
3. *A personal statement (short essay).*
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 submitted to an approved evaluation service. Warner Pacific University advises the use of International Credit Evaluations (InCred). For more information, please see <https://www.incredevals.org/>.
6. *Standardized Testing: An official score report* from the Test of English as a Foreign Language (TOEFL), from the Scholastic Assessment Test of the College Examination Board (SAT) or American College Testing Program Assessment (ACT) is required to demonstrate English proficiency. Information on the TOEFL 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. *Evidence of adequate financial support* by submission of the Warner Pacific University 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 University website, [www.warnerpacific.edu](http://www.warnerpacific.edu).

## STUDENT RE-ADMISSION

Former Warner Pacific University Students who have withdrawn from the university 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.

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

1. A *completed application* for re-admission, which includes a *Community Agreement*.
2. A *\$25.00 non-refundable application fee*.
3. *An official transcript from each college and university* attended in the interim sent directly from the institution to the Office of Admission.
4. A *personal statement* describing the reason you left Warner Pacific, and why you wish to return.
5. For any student previously placed on academic dismissal, the re-admission materials must also include a *petition for readmission*, explaining the following:
  - The reasons for the academic deficiencies at the time of dismissal,
  - The manner in which the intervening time has been spent,
  - How the student intends to improve academic performance if readmitted, and
  - The reasons why the student should be given favorable consideration for readmission. Note: Prior to applying for readmission, the student is encouraged to successfully complete at least one full-time term at a community college or other accredited college/university in order to demonstrate a renewed commitment to academic progress.

The petition will be reviewed by the Academic Policies Committee to determine eligibility for re-admission.

The readmission candidate must be in good financial standing at Warner Pacific University and must be clear of any Warner Pacific University registration holds.

## 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 University may apply. Students who wish to maintain non-degree seeking student status may accumulate up to 15 credits at Warner Pacific University 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*, which includes a *Community Agreement*.
2. A *\$25.00 non-refundable application fee*.

## GRADUATE STUDENT ADMISSION

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

1. A completed Warner Pacific University *application for admission*, which includes a *Community Agreement*.
2. A \$25.00 non-refundable *application fee*.
3. A completed supplemental program application for the Master of Religion (M.Rel), including essays as specified.
4. *An official transcript from the baccalaureate degree granting institution* sent directly from the institution to the Warner Pacific University Office of Admission.
5. Completed professional references should be sent directly to Warner Pacific University Office of Admission.

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

1. A completed Warner Pacific University *application for admission*, which includes a *Community Agreement*.
2. A bachelor degree with a minimum cumulative GPA of 3.0.
3. Three recommendations.
4. A \$25.00 non-refundable *application fee*.
5. *An official transcript from the baccalaureate degree granting institution* sent directly from the institution to the Warner Pacific University Office of Admission.
6. An academic paper demonstrating proficient college level writing ability.
7. A passing score on each section of a TSPC approved basic skills exam (reading, writing, math).
8. A passing score on the *Protecting Student and Civil Rights in the Educational Environment* exam.
9. A passing score on the ORELA exam in the licensure content area.
10. Fingerprint clearance through TSPC.
11. Completion of all prerequisite courses with a grade of C or better:
  - a. ED 260, Human Development and Learning Theory Implications for P-12 (4).
  - b. ED 515U Classroom Management with Practicum (30 hours) (2).
  - c. ED 535U, Curriculum Planning and Instruction with Practicum (50 hours) (3).
12. 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 University 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.

Scores on the SAT or ACT will be considered in the admission process if submitted. Students who score below a 990 combined SAT (Evidence-based reading and writing + Math) or an ACT composite score of 19 may be requested to provide additional elements as part of their application.

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) and SAT or ACT scores may also be requested.

*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). Typically demonstrated by a minimum score 71 on the *Test of English as a Foreign Language (TOEFL)*, but may also be demonstrated through comparable ACT scores, comparable SAT scores, or another approved comparable measure of English language proficiency.
- Provide evidence of adequate financial support through the Financial Support Verification Form.

*For re-admission students:*

Re-admission applicants must be in good standing academically, socially, and financially at Warner Pacific University to be eligible to re-enroll. They also must be clear of any Warner Pacific University registration holds.

*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 transcript confirming a completed baccalaureate degree from a regionally accredited college or university. The transcript received must also reflect a minimum of a 2.75 cumulative undergraduate grade point average (4.00 scale) for the M.Rel or MABTS programs, or a 3.0 cumulative undergraduate 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 university. Warner Pacific University 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 University 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 continue classes the next semester.

### 2. *Admission on Academic Warning*

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*

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. 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*

## 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 university. Warner Pacific University 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 University 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 continue 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 University. 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 students 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 University Health and Immunization Form* is required of all full-time students prior to registration.

All students who will be living in Warner Pacific University 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 1 for the fall semester and November 15 for spring semester.

# Tuition and Fees 2020-2021

Prices good through Spring Semester 2021

## UNDERGRADUATE TUITION PER SEMESTER

Full-time (12 to 18 credits)	\$9450
Part-time (1-11 credits per semester), per credit	\$780
Overload (over 18 credits per semester), per overload credit	\$780*
Audit fee, per credit	\$205

## NURSING PROGRAM

Full-time (12 to 18 credits)	\$10,972
Part-time (1-11 credits), per credit	\$915
Overload (over 18 credits per semester), per overload credit	\$915
Nursing Program Fee, per semester	\$700

## GRADUATE TUITION, PER CREDIT HOUR

Master of Religion	\$734
Master of Arts in Biblical & Theological Studies	\$734
Master of Arts in Teaching	\$734

## SUMMER SEMESTER 2020\*

Traditional Undergraduate, per credit hour	\$400
Traditional Graduate, per credit hour	\$734

\* Prices for Summer Semester 2021 will be available in February 2021.

\* Independent Study, Directed Study, & Acadeum Course Fees are waived in summer.

## CERTIFICATE AND OTHER PROGRAM TUITION

Certificate of Mastery, per credit	\$250
Certificate of Training (audit), per credit	\$130
Dual Credit, high school student, per credit (off-campus)	\$65
Special Audit, per course	\$205
Professional Learning Series for Teacher Mentors (ED 579/679), per credit (off-campus)	\$105

## STUDENT FEES, PER SEMESTER (applies to students enrolled at least half time)

Undergraduate General Fee	\$240
Graduate General Fee	\$55
Associated Students of Warner Pacific University	\$90
Technology Fee, per semester	\$55

TimelyMD Health Services Fee, per semester	\$95
Student-Athlete Participation Fee	\$125
Residence Life Programming Fee (all residential students)	\$20
Estimated International Student Health Insurance**	\$500**

\*\* All International Students are required to enroll in adequate medical insurance including medical evacuation and repatriation coverage. Warner Pacific University will automatically enroll all international students in the Student Secure Select Plan. Information about the health plan (which has coverage for injuries incurred while participating in sports) can be found online at <https://quote.hccmis.com/studentsecure/?referid=24086&language=en-US>. Price is estimated based on 2019-20 monthly costs (plus the application fee) and varies based on the age of the student, if over 24 years of age. Refer to the website after June 1, 2020 for the monthly price. In order to waive the insurance requirement, students must provide the Warner Pacific University 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.

### ACADEMIC PROGRAM FEES

sourceU Programs- Technology Fee, per credit hour	\$55
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### ACADEMIC DIVISION FEES

Applied Music, per credit	\$460
Art Course Fee	\$30
Lab Science Course Fee	\$25
BIO 215/315 Malheur Course Fee	\$280
BIO 216 Course Fee	\$35
BIO 221/250/330/370/401/420 Course Fee	\$30
CHEM 211/212/301/302/412 Course Fee	\$30
CLS 278 Course Fee	\$280
COMM 250 Course Fee	\$80
DR 111 Course Fee	\$25
DR 200/210 Course Fee	\$20
DR/EN 220 Course Fee	\$20
ED 372 Course Fee	\$175
ED 491/690 Student Teaching I Fee	\$150
ED 492/493 Practicum Fee	\$150
ED 495/691 Student Teaching II Fee	\$300
ED 595 Thesis Fee	\$200
FA/URB 235 Course Fee	\$75
MUS 399/499 Course Recital Fee	\$200
PSY 340 (if auditing or taken as part of block tuition)	\$30
PSY 340 (if taken for credit)	\$150
PSY 416 Course Fee	\$50
URB 140 Course Activities Fee	\$100
Special Examination Fee (reschedule an exam)	\$35

### ADMINISTRATIVE AND SPECIAL FEES

Academeum Course Fee, additional per credit	\$150
Application fee (non-refundable, submitted with application for admission)	\$25
CLEP/DSST Examination Site Fee (examination fee additional)	\$25
Credit by Examination, examination fee	\$85
Credit by Examination, transcribing fee, per credit	\$70
Diploma Change Fee (no cover)	\$25
Diploma Change Cover Replacement Fee	\$15
Directed Study/Independent Study Fee, additional per credit	\$285
Graduation Fee - Graduate (includes cap, gown and hood)	\$150
Graduation Fee - Undergraduate (includes cap and gown)	\$95
Late Registration Fee	\$75
Parking Fee, each permit, per semester	\$65
Late Registration Fee	\$75
Parking Fee, each permit 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

### HOUSING RATES, PER SEMESTER

Smith or Warman Hall (Residence Halls) per resident, Platinum Meal Plan Required

Shared Room (standard)	\$2153
Single Room (limited)	\$2153
5 Plex – 1 Bedroom**	
Standard, Shared Room	\$2813
Whole Unit	\$5538
5 Plex – 2 Bedroom**	
Standard, Shared Room	\$2361
Single Room	\$3604
Whole Unit	\$6978
Duplex**	
Standard, Shared Room	\$2813
Single Room	\$3822
Whole Unit	\$7576
Division Street – 1 Bedroom*	
Standard, Shared Room	\$3800

Whole Unit	\$3800
Division Street – 2 Bedroom*	
Standard, Shared Room	\$2700
Single Room	\$2700
Whole Unit	\$5652
Saxon**	
Standard, Shared Room	\$3200
Single Room	\$3200
Whole Unit	\$7000
Tabor Terrace (Mary Husted, Pearl Lewis, Warner Monroe)*	
Standard, Shared Room	\$2700
Single Room	\$2700
Whole Unit	\$6448

### HOUSING RATES, PER HOUSE

Adams House* (divide by number of occupants)	\$9303
Clackamas, Rainier & Willamette Houses* (divide by number of occupants)	\$10,488
Tabor House* (divide by number of occupants)	\$11,612
Jefferson House** (per occupant)	\$3063
Meal plan required for all locations. See Meal Plan table for minimum plan required.	

### MEAL PLANS

Platinum Meal Plan (required for all Residence Hall Residents)	\$2500
Gold Meal Plan (minimum plan required for *marked locations)	\$2100
Silver Meal Plan (minimum plan required for **marked locations)	\$560
Bronze Meal Plan (required for all Freshmen not living on campus)	\$340
Commuter Flex Dollars (required for all Sophomores and Juniors not living on campus)	\$170
Optional Senior Commuter Flex Dollar Plan	\$57

*sourceU Programs: Meal Plan requirements are adjusted for students in sourceU programs. The minimum meal plan requirement for Residence Hall residents is the Gold Meal Plan. The Silver Meal Plan is the minimum for all other residential students. Commuter Meal Plans (Bronze & Flex Dollars) are not required for non-residential students.*

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 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 apply 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 adding and dropping courses 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 financial impact for such a decision with Student Financial Services personnel.

Upon registering for classes, students incur charges and are responsible for payments of these charges whether or not they attend. Warner Pacific University, 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

Warner Pacific University has recently changed the way that text books are purchased for students. In order to provide students with maximum dependability and affordability, WPU has chosen to partner with Tree of Life Bookstores. The partnership with Tree of Life allows students to receive the correct books in time for the start of the academic year.

### Traditional Semester Program Students

Beginning in the 2020-2021 school year, all traditional semester program students will automatically be enrolled in the Textbook Butler Digital/Rental program with Tree of Life Bookstores. Students receive their books on-campus during the weekend before classes start each semester and are not required to purchase their course materials on their own. Information is provided on the Tree of Life Bookstores website for students to access books provided digitally.

Students access their textbook information on the Textbook Butler website at <https://warnerpacific.treeoflifebooks.com/>.

### Professional & Graduate Studies (Adult Degree Program)

In order to provide Professional & Graduate Studies (PGS) students with maximum dependability and affordable choices, WPU has chosen to partner with Tree of Life Bookstores. The partnership with Tree of Life allows for two important things: (1) students receive the correct books, on time, automatically, and (2) students may select purchasing options that allow them to better manage their financial resources.

Students in the Professional & Graduate Studies programs are automatically shipped their course materials about 2 weeks before each course starts as part of the Textbook Butler

program. Course material charges are added to the student's WPU Student Account when the textbook is shipped. Students have the option of choosing whether they receive New, Used, Rental or Digital books.

Students access their textbook information on the Textbook Butler website at <https://warnerpacific.treeoflifebooks.com/>.

Students have the choice to opt out of this program by contacting their Academic Advisor who will work with them to submit an opt out request.

## PAYMENT PLANS

Balances remaining after charges minus all financial aid, third party payments, and personal payments require a payment plan. Traditional Semester 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 debit or credit card, or work study payroll earnings. 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 university 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 with balances greater than \$200 must enroll in an approved automatic payment plan to cover the balance remaining in order to participate in commencement ceremonies. Diplomas and transcripts are not released to any student until the student account balance is zero. In addition to withholding transcripts, records, or diplomas until all university expenses are satisfied, Warner Pacific reserves the right to preclude students with past due balances from representing the university in public activities or events.

Students experiencing legitimate extenuating circumstances relating to their finances 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 university, 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. See the section: Return of Title IV Funds Policy.

### 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 to determine the refund percentage are performed using the Federal Title IV refund procedure as prescribed by the Federal Department of Education. Refer to the section in Financial Aid titled Return of Title IV Funds Policy.

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 owed created by the withdrawal.

# Financial Aid Information

Warner Pacific University 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 university recognizes financial assistance as a partnership between the student, the student's family, the federal government, and the university.

Warner Pacific University 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 University uses data collected from the Free Application for Federal Student Aid (FAFSA) and the federally-calculated Expected Family Contribution (EFC), the state need grant application ORSAA or the Warner Pacific Need Application 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 university expenses from current income, savings, and any other personal resources.

## APPLICATION PROCEDURES

To receive financial assistance from the university, students must be admitted as degree-seeking students to Warner Pacific University. For Federal assistance students 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 section titled Satisfactory Academic Progress.)

All students requesting federal, state, and need-based university funding must complete the Free Application for Federal Student Aid (FAFSA) if eligible. Students should submit a completed FAFSA to the federal processor as soon after October 1 as possible each year. The FAFSA may be completed online at <https://fafsa.gov>. Students are notified of financial assistance only after being admitted to the university. Students not eligible for federal aid should submit the ORSAA to the state agency or the Warner Pacific Need Application to the Office of Student Financial Services.

Financial aid is offered annually and students must reapply beginning October 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 a similar 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 University. Please refer to the Professional and Graduate Studies Bulletin for information specific to the non-term and non-standard term calendar programs.*

## 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 University, 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 university also offers certain select scholarships to students based on merit without consideration of financial need.

## Warner Pacific University Funds

The university awards 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 on the website. All institutional aid excludes summer semester and is divided in half by semester, with the exception of students enrolled in the sourceU program, who may use institutional aid for the summer term as well. Please contact the Office of Student Financial Services for specific requirements, restrictions, and application procedures.

## Federal Funds

*Federal Pell Grant:* Federally funded grants awarded to financially needy students meeting the program-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.

*Federal Teacher Education Assistance for College and Higher Education Grant (TEACH):* Federal grant available to students with a junior or senior status intending 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 75th percentile is required to receive this grant. Annually students must complete the TEACH Grant Agreement to Serve and counseling. Students requesting the TEACH Grant for the first time must complete a WPU TEACH Grant Application. The student GPA is reviewed at the end of each semester to determine eligibility for the grant in subsequent semesters. Students desiring additional information should contact the Office of Student Financial Services and access the website <https://studentaid.ed.gov/TEACH>.

*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. Compensation is paid monthly. Eligibility for work study is based on financial need as determined by an analysis of the information provided on the FAFSA. Eligibility may change if additional resources, such as scholarships, are received. 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 typically 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 4.53% for undergraduate loans first disbursed on or after July 1, 2019. The interest rate is fixed at a maximum of 6.08% for graduate loans first disbursed on or after July 1, 2019.

*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 educational expenses. The interest rate is fixed at 7.08% for loans first disbursed after July 1, 2019. 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 (OSAC) administers state-funded and private awards for Oregon residents attending an Oregon college. Information contained in the FAFSA or an alternate application, the ORSAA, for an Oregon resident is automatically sent to OSAC for use in determining student 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 (OSAC) 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 OSAC 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, university websites, or college counseling offices.

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

Gift-aid funds are credited to the student account by 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 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 [benefits.va.gov](http://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 WP admission 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.

Any student requesting certification for veteran's benefits while attending Warner Pacific University is required to submit transcripts from all previously attended institutions for review of prior credit. This must include the Joint Services transcript with a record of the student's military training so that it can be evaluated for possible university credit.

Once a student has submitted a Certificate of Eligibility (COE) for educational assistance under chapter 31 or chapter 33, Warner Pacific University will permit that student to participate in the course of education even if payment is pending from the Department of Veterans Affairs for up to 90 days. Warner Pacific University will not impose any penalty-including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement to borrow additional funds- due to the delayed disbursement funding from the Department of Veterans Affairs under chapter 31 or 33. The student is still responsible for any additional payment that is required to account for any difference between the student's financial obligation to WPU and the VA education benefit disbursement.

## 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. If a lesser amount is desired, the student should follow the instructions given on the electronic award letter notification and indicate a reduction on MyWP. The Office of Student Financial Services is electronically notified and will review and evaluate changes made to awards on MyWP. If unable to make this adjustment electronically, contact the Office of Student Financial Services directly for assistance by calling 503.517.1091 or emailing [financialaid@warnerpacific.edu](mailto:financialaid@warnerpacific.edu).

In general, funds are 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 account if first time borrower. 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.

## Student Loan Advocate Disclosure for Washington State Students

Washington State residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit [www.wsac.wa.gov/loan-advocacy](http://www.wsac.wa.gov/loan-advocacy) or contact the Student Loan Advocate at [loanadvocate@wsac.wa.gov](mailto:loanadvocate@wsac.wa.gov).

## Campus Employment

Students may be employed through the Federal Work Study and Institutional Student Employment programs and 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. The Office of Student Financial Services manages the student employment programs at the university.

## EXCESS FUNDS AVAILABILITY

Excess Title IV funds are available to students within two weeks of funds receipt. Excess funds are deposited directly into the student's bank account. Students may also request the excess funds be held on their student account 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 (if required) must be signed by at least one instructor. Warner Pacific University does not advance funds prior to receipt of the proof of attendance.

## ACCOUNT ADJUSTMENTS

If a student adds or drops courses, an official change of registration must be submitted to the Registrar. Complete withdrawal from the university 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 and Student Success Manager.
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 semester 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 by the student may be required when money 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. Please refer to the Warner Pacific website under the heading of Consumer Information for examples.

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 PLUS Loan
- Federal Pell Grant
- Federal SEOG
- Federal TEACH Grant

## STANDARDS OF ACADEMIC PROGRESS

Warner Pacific University 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.

The Standards of Academic Progress (SAP) calculation is performed for all matriculating students attempting credits within the term. This includes students that withdraw at any time during the term. The SAP status assigned is taken into consideration should a student re-enroll.

*Standards-Undergraduate Students:* Undergraduate students must maintain at least a 2.00 cumulative and term grade point average (GPA) and earn the minimum number of credits for the enrollment status:

- Full time – at least 12 credits
- $\frac{3}{4}$  time – at least nine credits
- $\frac{1}{2}$  time – at least six credits
- Less than half time – one to five credits

*Standards-Graduate Students:* Graduate students must maintain at least a 3.00 cumulative and term grade point average, and earn the minimum number of credits for the enrollment status:

- Full time – at least six credits
- $\frac{1}{2}$  time – at least three credits
- Less than  $\frac{1}{2}$  time – one to two credits

In the event that a student's performance is found to be unsatisfactory, the university notifies the student of the current status and the impact of this unsatisfactory progress on financial aid eligibility. Financial assistance includes but is not limited to federal, state, and institutional assistance including employee remit.

Note: The policies that govern financial assistance do not have any bearing on student academic standing monitored through the Office of Academic Affairs; they are separate policies.

## Qualitative Standard

The GPA is computed by multiplying the credit hours by the quality points for each letter grade received (see page 49); 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 grade one time only.

## Quantitative Standard

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

## Maximum Time Frame

Full-time 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 University toward the program are included in the calculation of attempted and completed credits in determining the total 150% time frame. 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.

## 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 the student 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 University until the standard is met. Students whose financial aid has been suspended may appeal for reconsideration of financial aid eligibility (see appeals section).

## Appeals

A student with suspended aid may appeal for reconsideration of financial aid eligibility by providing an email or physical 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 during the next evaluation period. 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 created systems and support 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 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 Financial Aid Satisfactory Academic Progress and Financial Aid

A student with suspended aid may re-establish financial aid eligibility if an appeal is approved by the FAAC or by completing credits without the benefit of financial aid from Warner Pacific. For the latter, an undergraduate student must complete 12 credits in a term with a term and cumulative GPA of 2.0. Graduate students must complete six credits in a term with a term and cumulative GPA of 3.00. Following the completion of the credits, the student may submit a written appeal to the FAAC for reinstatement of financial aid.

*Professional and Graduate Studies students should refer to the PGS Bulletin for Satisfactory Academic Progress and Reinstatement process explanations.*

Policies listed in this section represent a portion of the information available in *The Squire*, WPU's student handbook. In the event there is a difference in co-curricular policies listed in the catalog and student handbook, the information in *The Squire* will take precedence.

## WARNER PACIFIC COMMUNITY

Warner Pacific University 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 university 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 university 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 University:

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

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 University.

## STUDENT HANDBOOK

*The Squire* is accessible on the university's website and may be viewed at <http://www.warnerpacific.edu/student-dashboard/>.

## 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 Leadership Team. For more information, visit the Campus Ministries Office.

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 university is offered in numerous ways. First, weekly chapels are designed to relevantly engage the WPU community around our mission as a Christ-centered, Urban, Diverse, and Liberal Arts environment. Second, students have the opportunity to participate in student-led meditative 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.

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.

Information on how to petition out of chapel credits and fines for missed credits can be found in *The Squire*, the student handbook.

## ASSOCIATED STUDENTS of WARNER PACIFIC UNIVERSITY (ASWPU)

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 University (ASWPU) is the executive body, composed of duly elected and appointed officers and representatives. ASWPU 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.

## CAMPUS ACTIVITIES BOARD

Warner Pacific's Campus 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. [wpulife.com/connect](http://wpulife.com/connect).

## STUDENT DIVERSITY COUNCIL

The Student Diversity Council exists to fulfill the WPU 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.

## STUDENT COMPLAINT PROCESS

Any student with a complaint who feels unfairly treated has the right to be heard fairly and promptly. The university recognizes that disputes may sometimes arise and expects the parties involved to resolve the conflict informally whenever possible. If resolution cannot be reached, a formal complaint process will be provided in order to assure impartial and equitable resolution for those conflicts. This complaint process may not be invoked for matters that have independent appeal processes established. Examples of these include, but are not limited to Academic Appeals, Course Policies, Campus Life Standards, FERPA, Financial Aid, Grades, Title IX, Discrimination, and Harassment.

The following matters are not grievable:

- Federal and State laws
- Administrative Procedures Act (ORS Chapter 183)
- Employment and personnel decisions
- Policies of the Board of Trustees
- Rules and procedures adopted by the State Board of Higher Education (Oregon Higher Education Coordinating Commission)

Students who have a grievance with another member of the community may file a report in the Office of Student Life:

Phone: 503.517.1007

Web reporting form: [wpulife.com/report](http://wpulife.com/report)

Complaints about educational quality not satisfied by internal processes may be directed to the university's accrediting body, the Northwest Commission on Colleges and Universities (<http://www.nwccu.org/Complaints/ComplaintProcess.htm>). Consumer protection and other civil complaints can be filed with the Oregon Department of Justice Consumer Complaints (<http://www.doj.state.or.us/consumer/pages/index.aspx>).

## 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 University 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 full-time (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 Housing Coordinator. Questions and concerns about on-campus living are handled directly by the Office of Student Life.

## SERVICE LEARNING

Service learning at WPU 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 University 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 university'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.

## ATHLETICS

Competitive athletics for men and women are an important part of the Warner Pacific University educational experience. Athletics bring excitement and a sense of pride and commitment to the overall collegiate environment. Warner Pacific's athletic program epitomizes the university's commitment to provide the total educational experience that promotes student development at all levels. Consistent with Warner Pacific's mission, the university emphasizes the integration of athletic and academic opportunities, where faith, scholarship and athletics lead to service.

Warner Pacific University fields women's teams in basketball, cross country, golf, soccer, track and field, volleyball, and wrestling. Men's teams participate in basketball, cross country, golf, soccer, track and field, and wrestling. The teams compete in the Cascade Collegiate Conference. On a national level, Warner Pacific is a member of the National Association of Intercollegiate Athletics (NAIA). For further information on the athletic programs at Warner Pacific, visit [www.wpuknights.com](http://www.wpuknights.com).

## INTRAMURAL PROGRAM

The purpose of the Intramural Program is to provide an opportunity for the Warner Pacific University 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 university and is oriented toward every population on campus.

## STUDENT SERVICES

### UNIVERSITY COUNSELING CENTER

A variety of services are available to the Warner Pacific community at the Counseling Center. Located in the Caldwell House 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.

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 university students. Should life stressors become overwhelming to any student, counselors at the 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.

More information about the University Counseling Center and how to schedule an appointment may be found at [wpulife.com/get-support](http://wpulife.com/get-support).

### STUDENT MEDICAL INSURANCE

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 university guests. In addition, improperly parked, unregistered student vehicles may be assessed motor vehicle search costs from DMV plus the cost of a parking permit.

## CAREER SERVICES

Warner Pacific Career Services is dedicated to supporting students as they identify their interests, talents, and skills as they explore potential career paths.

- Professional development is an integral part of the Career Service experience! As students are able to more fully understand their values and interests, they are better prepared to translate them into meaningful career and life plans. Individualized career mentoring, vocational assessments, and library resources can be scheduled by appointment.
- Workshops – Career Services offers workshops covering a wide variety of topics such as resume building, cover letters, and interviewing techniques to assist them in finding fulfilling work in today's competitive job market.
- Weekly Employment Opportunities – Daily updates of the latest jobs, internships, volunteer opportunities, and local career fairs are posted on WPU's Handshake ([warnerpacific.joinhandshake.com](http://warnerpacific.joinhandshake.com))
- Resume and cover letter support – Appointments can be scheduled through Handshake [Careerservices@warnerpacific.edu](mailto:Careerservices@warnerpacific.edu).
- Online Resources and Career Exploration Tools – Our online resources can easily be accessed from anywhere and our career services support team are on hand to assist students with navigating the interpretation.

For more information or to schedule an appointment contact [Careerservices@warnerpacific.edu](mailto:Careerservices@warnerpacific.edu).

## DISABILITIES RESOURCE CENTER

Support for students with diagnosed disabilities is provided by Warner Pacific and is consistent with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Appropriate academic assistance, classroom and housing accommodations are available to students who have been diagnosed with a qualifying disorder. Students seeking **academic** or **residential** accommodations should contact the Disabilities Resources Coordinator or the Director of Academic Success to arrange an appointment to discuss academic or housing challenges and to develop an accommodation plan. In order to draft a plan, **current** assessment records will need to be submitted.

## STATEMENT OF COMPLIANCE

Warner Pacific University 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.

# Academic Policies, Procedures and Standards

Warner Pacific University 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 University adheres to a policy of protecting students' rights to restrict release of personal information within their university records. All student academic files, supporting documents, and other records shall be maintained by Warner Pacific University 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. 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 university objects to or does not request such research. 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.

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 university considers the following items to be student directory information and may be released to anyone upon request: name, mailing address, campus email address, date

of birth, photograph, enrollment dates and status (full time, half time, etc), major field of study, participation in recognized activities and sports, degrees and awards received, educational institutions previously attended, and hometown. Height and weight of student athletes may be released for appropriate purposes.

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

## STUDENT RECORDS RETENTION POLICY

The university is committed to student record management in accordance with applicable laws and regulations as well as established best practices, reasonable business judgment, and common sense. Management of records must meet legal standards, optimize the use of both electronic and physical space, preserve the university's history, and ensure that redundant, outdated and useless records are destroyed.

The Records Office is responsible for ensuring appropriate use, retention and destruction of the primary student record file by establishing and following record management practices consistent with this policy. Other campus departments (admissions, advising, student finance, academic divisions, etc) also create and maintain student records in the disposition of their duties. These departments and offices are expected to follow the standards for student record management as outlined in this policy.

All confidential records are stored in manner that prohibits access by unauthorized individuals. For physical records, this means storage in locked offices or cabinets in appropriate locations. Access to physical spaces is controlled by the Public Safety Department. For electronic records, this means storage in the electronic database with access through means of a confidential login. Access to electronic records is controlled by the Information Technology Department.

Warner Pacific University contracts with an external partner for the secure shredding of confidential paper documents at the time of disposal.

Student transcripts, academic dismissal records, class rosters, final grade rosters, and graduation lists are maintained permanently by the institution. Other portions of the student record (registration forms, major changes, advising files, applications for graduation, etc.) are maintained for 5 years after the student's last date of enrollment and then destroyed.

## 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 General Education Core Health requirements; courses older than 20 years are not acceptable to satisfy the General Education Core Social Science requirement; courses older than 20 years must be reviewed by the Natural Sciences and Health Division faculty to determine acceptability to satisfy the General Education Core Science requirement. Courses deemed to fall outside of the Statute of Limitations may be applied toward elective degree requirements. In addition, most academic divisions have established specific statute limitations on courses applied toward major and minor requirements. Those statutes are specified in the individual academic division sections, beginning on page 66. 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- Undergraduate

Warner Pacific evaluates credits from regionally accredited colleges and universities for applicability toward General Education Core, major or elective requirements. In addition, Warner Pacific University 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. Credits from non-regionally accredited institutions will be evaluated on a case-by-case basis for transfer. Courses completed with an earned grade of “C-” or higher, may be evaluated by faculty in the appropriate academic division for General Education Core 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, minor or core. 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 82 semester credits. A maximum of 94 semester credits may be accepted in total for transfer credit at Warner Pacific University.

### Accredited Colleges and Universities- Graduate

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 the transcript evaluation process, quarter credits will be converted to semester credits. The formula used is: 1 quarter credit = .67 semester credit.

### Block 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 General Education Core 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 General Education Core, major, or electives. The associate degree being transferred must be completed prior to entry at Warner Pacific. Students enter the university at junior status with a minimum of 60, but no more than 82 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 university prior to official transcript evaluation is not official and may change based on the official evaluation.

Students with an acceptable transfer degree must complete the following additional General Education Core requirements:

- ILR 300 (3) Advanced Information Literacy & Research
- HUM 310 Faith, Living and Learning (3) *or* HUM 410
- REL 320 Spirituality, Character, and Service (3) *or* REL 320

In addition, Warner Pacific University honors specific articulated agreements with Chemeketa Community College, Clackamas Community College, Clark College, Everest College, Mt. Hood Community College, Linfield College, Multnomah University, , Pioneer Pacific College, Portland Bible College, Portland Community College, Portland State University, University of Portland and University of Western States. The university maintains a teacher education cooperative agreement with The University of Portland and cross-registration opportunities with members 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 university 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 University advises the use of International Credit Evaluations (InCred). For more information, please see <https://www.incredevals.org/>.

### **Courses completed prior to High School Graduation**

Undergraduate 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.

## **ALTERNATIVE CREDIT**

Several alternative credit programs are available for undergraduate students. A maximum of 30 non-graded credits may be earned.

### **Prior Learning Experience**

Prior Learning Experience (PLE) credit may be awarded at the undergraduate level for liberal arts college-level learning acquired from non-traditional sources, such as work experience, professional training, military training, etc. 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 (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	WPU Credit	WPU Course equivalent
Art—General	3, 4 or 5	2	ART 100
Art History	3, 4, or 5	3	ART 250
Biology	3 4 or 5	4 8	Lab Science elective BIO 211, BIO 212
Calculus AB	3, 4, or 5	4	MA 251
Calculus BC	4 or 5	4	MA 252
Chemistry	3 4 or 5	4 8	CHEM 111 CHEM 211, CHEM 212
Chinese Language and Culture	3 4 or 5	3 6	Foreign Language elective Foreign Language elective
Comparative Government and Politics	4 or 5	3	Political Science elective
English Language and Composition	4 or 5	6	EN 111 and Communications elective
English Literature and Composition	4 or 5	6	EN 111, EN 120
Environmental Science	3, 4 or 5	4	ENV 105
French Language and Culture	3 4 or 5	3 6	Foreign Language elective Foreign Language elective
German Language and Culture	3 4 or 5	3 6	Foreign Language elective Foreign Language elective
History—American	3 4 or 5	3 6	HIS 201 Two U.S. History electives
History—European	3 4 or 5	3 6	History elective Two non-U.S. History electives
History—World	3 4 or 5	3 6	History elective HIS 211 Two non-U.S. History electives
Human Geography	4 or 5	3	Social Science elective
Italian Language and Culture	3 4 or 5	3 6	Foreign Language elective Foreign Language elective
Japanese Language and Culture	3 4 or 5	3 6	Foreign Language elective Foreign Language elective
Latin	3 4 or 5	3 6	Foreign Language elective 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	Music elective
Music Theory	4 or 5	6	MUS 121, MUS 122
Physics B	3 4 or 5	4 8	PHS 101 PHY 221, PHY 222
Physics C	3 4 or 5	4 8	PHS 101 PHY 221, PHY 222
Psychology	3, 4 or 5	3	PSY 140
Spanish Language and Culture	3 4 or 5	3 6	Foreign Language elective Foreign Language elective
Spanish Literature and Culture	3 4 or 5	3 6	Foreign Language elective Foreign Language elective
Statistics	3 4 or 5	3 4	Math elective 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 Training, Certificate Training)**

A maximum of 30 semester credits may be awarded at the undergraduate level for some types of military services as well as 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 undergraduate credit by examination through tests developed and sponsored by Warner Pacific University or through standardized tests sponsored both by CLEP and DSST 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.

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

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 university is registered as an official DSST test site.

### **Proficiency Examination**

Students may earn undergraduate 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 division/program 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.

# REGISTRATION AND ENROLLMENT

## Academic Advising

All students registered for six or more credits are assigned an academic advisor or faculty advisor, depending on class standing. 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, creating an Educational Plan in MyWP before meeting with the advisor, and undertaking some long-range planning for the completion of studies. Students should track their progress toward completing degree requirements by reviewing their Program Evaluations regularly. A minimum of six months prior to graduation, the student should file an Application for Graduation with the Registrar.

Students who have earned fewer than 45 credits toward their degrees will work with an academic advisor to register for classes. When preparing to register for their junior year classes, the students shift to a faculty advisor in their major area of study, who assist the students in more intentionally focusing on long-range planning, including reviewing the graduation application and the student's academic major and vocational plans.

Students who change majors will likely have a change of advisor to align with the new major. Students have the right to request such a change for other reasons as well.

## 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 begin registering for fall and spring semester classes on the published dates during the previous spring semester.

All new and returning students are strongly encouraged to register for their class schedule at least two weeks prior to the start of the term in order to ensure student readiness for the term and timely delivery of textbook materials. Some students may need additional time to clear registration holds; the deadlines are designed to accommodate these needs. However, all new and returning students must resolve any outstanding financial issues, clear any registration holds, and register for their term schedule no later than the first day of classes.

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, 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.

### **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 standing:

- Freshman, students who have earned fewer than 30 semester credits
- Sophomore, students with 30 to 59.99 credits
- Junior, students with 60 to 89.99 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

### **Enrollment Status and Course Load- Undergraduate**

A full-time 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.

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 prior to registration. An additional per credit overload fee will apply to student schedules above 18 credits.

Courses taken concurrently at another institution count as part of the academic load and should be discussed with the student’s advisor to assure transferability.

A non-degree seeking undergraduate 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 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, but they do not have full student government or activity privileges or rights unless they elect to pay the Student Body Fee.

### **Enrollment Status and Course Load- Graduate**

A full-time 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.

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.

A non-degree seeking graduate 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. Only students accepted into the Master of Arts in Teaching program will be eligible to attend MAT classes.

### **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 University 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
500-699	Graduate-level courses
160-169	Reserved for FYLC courses
279/379/479/579	Reserved for special topics in any subject area
205/305/405/505	Reserved for independent study courses 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, Student Teaching, and Field Experiences**

Internships are courses having number, title, units and outcomes stated in filed syllabi. University sponsored on-site coursework is supervised by site personnel identified by the university 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 division and documented in division 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 Preliminary Teaching Licensure program, leading to entry level competencies as a classroom teacher. Consent of the Dean of Education is required. See the Teacher Education Handbook for further information.

### **Independent 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 Division/Program 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 university.
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 Division/Program Chair, adequately justifies the proposed study.

A completed 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.

**Directed Study** is an existing course. Students may register for an approved Warner Pacific 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. Directed 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 Directed Study form (available in the Records Office) must be filed as part of the registration process. A per credit fee will **NOT** be assessed for Directed Study if the course is scheduled but canceled due to low enrollment, **AND** there is no approved substitute course. In all other cases, there will be a fee charged. This fee is in addition to tuition and any applicable class fees.

## ATTENDANCE AND CLASSROOM BEHAVIOR

Students are assumed to be attending all classes for which they are registered. Students are responsible for course assignments regardless of the reason for an absence.

### Religious Accommodation Policy

Warner Pacific University will make good faith efforts to provide reasonable religious accommodations to students who have sincerely held religious practices or beliefs that conflict with a scheduled course or program requirement. Students requesting religious accommodation should submit a written request to their instructor with as much advance notice as possible. Any absence resulting from a religious accommodation does not excuse students from course requirements or information reviewed during missed classes. Students are responsible for obtaining materials and information provided during any missed class. The student must work with the instructor to determine a schedule for making up missed work.

### Visitor Policy

After the last day to add classes, only students who are registered for a class may attend said class. Students may not bring family members, guests, or animals to class without the prior consent of the instructor. Consent for children under the age of 12 to attend class will be granted only in extreme situations, and it should be understood that if the child(ren) are distracting to the professor or other students, they should be removed from the classroom. Children under the age of 12 may not be on campus unattended. Individuals who are approved for ADA accommodation (including service animals) are exempt from this policy.

### 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 university 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. 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. A request for waiver of the fee must be made to the Registrar and must include reasons for the request.

### Civil Behavior and Consideration of Others in the Classroom

Most Warner Pacific 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 silenced during class time. Students may not text message, receive or make calls during class.
- The use of electronic devices during class is permitted for the purpose of enhancing the educational outcomes of the course. Use of electronic devices 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 earbuds and personal listening or viewing devices such as iPods is not permitted during class.

In order to assure a safe and supportive environment for all students, the following behaviors are strictly prohibited in classes:

- Verbal threats of physical harm directed towards professor and/ or other students or physical violence or intimidation
- Verbally aggressive taunts, threats or abusive language directed toward students or professors, which may include the use of profanities
- Showing up intoxicated/under the influence of alcohol or drugs
- Sleeping in class
- Disruptive and uncooperative behavior and actions that results in the breakdown of order in the classroom, or obstruction of class goals
- Defying specific instructions from the instructor pertaining to classroom conduct or behavior
- Being openly critical and negative towards the professor and other students
- Instigation/Provoking – the face-to-face use of personally abusive epithets that, when addressed to any person, are inherently likely to provoke immediate violent reaction whether or not the reaction occurs
- Using hate speech including but not limited to racist, demeaning, inflammatory, and or vulgar language in classroom conversation, communication, blogs or assignments.
- Participating in or promoting practices that are in direct contradiction to the Bible e.g., occult practices
- Inappropriate dress (hoods during class or exams)
- Inappropriate taking of photos/videos/audio recordings
- Excessive tardiness or leaving class early

Students who demonstrate any of these behaviors may be asked to cease the behavior or leave the classroom; in the case of repeat offenses, the student may face censure through the student judicial process.

### **Academic Integrity**

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. Cheating (*the use or attempted use of unauthorized materials, information, or study aids*)
2. Fabrication/falsification (*intentional falsification or invention of information, including false sign-in*)
3. Plagiarism (*the use of another's ideas, words, data, or product, including tables and figures, without proper acknowledgment*)
4. Identical work (*submitting work for multiple purposes without permission or submitting work that closely parallels another student's submission when collaboration is not allowed*)
5. Assisting in dishonesty (*helping or attempting to help another commit an act of academic dishonesty, tampering with evaluation materials, distributing unauthorized questions or answers related to an examination/test*)
6. Misuse of electronic resources (*the use of unauthorized electronic resources to complete an assignment*)

All incidents of willful dishonesty or plagiarism will be reported in writing to the Chief Academic Officer (CAO). 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 Division Chair/Dean or the CAO must be present during any action taken beyond the oral reprimand/ counseling stage:

1. Oral reprimand (by faculty member)
2. Requirement to resubmit work or retake an examination/test (by faculty member)
3. Reduction of grade or failing grade on assignment/exam (by faculty member with Division Chair/Dean or CAO)
4. Reduction of grade for the course (by faculty member with Division Chair/Dean or CAO)
5. Failing grade for the course (by faculty member with Division Chair/Dean or CAO)

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.

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

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

### **Institutional Review Board (IRB)**

The Institutional Review Board at Warner Pacific University ensures that all research involving human subjects conforms to standards committed to the ethical treatment and adequate protection of the rights and welfare of all human subjects. Prior to the implementation of any studies involving human subjects, including recruitment and screening activities, research projects must be reviewed and approved by the WPU Institutional Review Board. More information regarding WPU policies can be requested at [irb@warnerpacific.edu](mailto:irb@warnerpacific.edu).

## **GRADES**

### **Grading and Grade Points**

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

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

Grades with no point value:

P	Pass	R	Registrar received no grade
P+	Pass with Distinction	W	Withdraw
NP	No Pass	X	No Basis for Grade
I	Incomplete	AU	Audit
IP	In Progress		

## Grade Changes

Once recorded, a grade of “A” through “F” (or a P/NP grade) 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.

## 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 time frame, 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 time frame, 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- Undergraduate

Courses at Warner Pacific University 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 (except internships and student teaching) may not be P/NP.
- Other courses which may not be taken for a P/NP include FYLC courses, EN 111, EN 112 and BI 151. (Any exceptions to this list must be approved by the division/program 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.

## Pass/No Pass Policy- Graduate

Graduate courses at Warner Pacific University 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.

## ACADEMIC PERFORMANCE

### Honors

Dean’s Lists are published each semester in recognition of undergraduate 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 43 semester credits at Warner Pacific receive confirmation of honors at graduation. The “career” (cumulative) GPA appears on the student’s transcript and is used to calculate the minimum GPA for graduation and qualification for honors at graduation. The career GPA is based on all courses attempted (both in residence and transfer) which are applicable toward graduation at Warner Pacific. Honors are conferred for the first baccalaureate degree only. Undergraduate 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

### Satisfactory Progress- Undergraduate

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 full-time 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 placed on academic probation at the conclusion of any one semester MUST adhere to the following requirements:

1. Report to the Academic Success Coordinator 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). If credit has already been earned for CLS 110, the student must enroll in Critical Thinking: Designing Your Life (CLS 111). If credit for both CLS 110 and CLS 111 has already been earned, the student must participate in an individualized academic success plan.
4. Meet with an assigned faculty or staff mentor on a weekly basis throughout the entire semester.
5. Refrain from participation in Student Leadership or other co-curricular activities unless the student has completed a plan of action in conjunction with the Academic Success Coordinator and the Director of Student Leadership. Participation in the co-curricular activity throughout the duration of the term is contingent upon the student's continued and regular participation in all elements outlined in the plan of action.
6. Refrain from participation in Varsity Athletics unless the student has completed a plan of action in conjunction with the Academic Success Coordinator and the Athletics Director. Participation in Varsity Athletics throughout the duration of the term is contingent upon the student's continued and regular participation in all elements outlined in the plan of action. Other limitations may be required by the Athletics Department.

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. A student wishing to appeal their status or request 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.

Students placed on academic dismissal are no longer eligible to enroll at the university. Students may appeal their dismissal status in writing to the Registrar for a review with the Academic Policies Committee. If a student wishes to return to Warner Pacific University after previously departing the university on academic dismissal status, then that student must submit an application for readmission to the Office of Admissions. Additional information is provided in the Admissions section of this catalog.

### **Satisfactory Progress- Graduate**

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.

## Academic Success Resources

Academic Success 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 in their studies through various tutoring and mentoring services, including the following:

- Academic Course Tutoring – Course tutoring at the Academic Success Center 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 Resources – 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 Helpdesk – Very popular for commuters and students with busy schedules, the Online Writing Helpdesk supports students seeking to write their best papers. Students have enjoyed the convenience of emailing papers to our trained writing tutors for feedback. Please remember it does require 24-72 hours for feedback to be returned, so plan ahead.
- Academic Assistance – Individual meetings are available to help students strategize ways to achieve their academic goals (setting academic goals, establishing good study habits, developing time management strategies, and test taking, note taking, and other academic skills). Academic Success also provides resources to support classroom success.
- 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 de-mystify the college world.
- Supplemental Instruction – The academic success coordinator will join designated courses for the entire semester and learn right alongside incoming students. The tutor will then offer services which may include a weekly time to process notes and practice selecting main ideas from lectures, support students in creating study guides, help with papers provide in class support working on skill building, and/or provide presentations practice feedback.
- Brain Food – a very popular lunch time tutoring program. Located between the cafeteria and Tabor Grind, Brain Food offers support for both commuters having their sack lunches or residential students picking up their lunch.
- Study Tables – Study tables may be used by a class group, team, or required by a professor or department. Students or coaches who organize study tables at public, on-campus locations may contact the Academic Success Center to seek a tutor's support at the event.
- Courses in study skills and critical thinking (CLS 110 and CLS 111).

## Setting Aside Past Record

Warner Pacific University transfer students may petition only one time to have their entire transfer 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 and may be submitted either at the time of transfer or after the student has enrolled at Warner Pacific University. 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. Qualification for federal financial aid may be affected.

NOTE: Determining the method of computing the GPA is the prerogative of each institution. Although Warner Pacific 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”)

### **Academic Renewal**

If a student has previous substandard performance at Warner Pacific University, Academic Renewal offers a one-time opportunity to renew the academic record. When academic renewal is granted, the substandard Warner Pacific University terms are disregarded from the GPA and from all considerations associated with degree requirements. Under academic renewal, the permanent Warner Pacific University transcript is annotated so that it is readily evident to all users of the record that no work taken during the disregarded terms, even if satisfactory, may apply towards degree requirements. All work will remain legible on the record, ensuring a true and complete academic history. Academic renewal does not change academic standing. Once applied, academic renewal is irreversible.

A student may petition for up to two semesters of Warner Pacific University coursework to be disregarded when at least two years have elapsed since the most recent work to be disregarded was completed. Alternately, a student may petition for up to four semesters of previous Warner Pacific University coursework to be disregarded when at least five years have elapsed since the most recent work to be disregarded was completed. To petition for academic renewal, the student needs to demonstrate that the work completed in the selected term(s) is not representative of his or her current academic ability and level of performance. The GPA for the terms of consideration should be considerably lower than the GPA for the student’s most recent terms. Additionally, the student must demonstrate their current academic performance through at least one of the following:

1. At least a 3.0 GPA on the most recent 15 semester units at Warner Pacific University.
2. At least a 3.0 GPA on the most recent 30 semester units of transferrable coursework at another accredited college or university.

The petition should be submitted to the Records Office. The evaluation of criteria and the final decision regarding academic renewal is made by the registrar and the Academic Policies Committee.

NOTE: Determining the method of computing the GPA is the prerogative of each institution. Although Warner Pacific University makes provision for academic renewal, students should not assume that schools to which they may transfer will accept the academic renewal in the GPA calculations

## **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 final grades or other academic matters related to a particular course.

### **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 a particular graduation requirement, acceptance of transfer credits to meet a specific graduation requirement, or other similar types of policy appeals.

## Appeals Regarding Final Grades or Other Academic Matters Related to a Particular Course

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 Division Chair/Dean.
2. The Division Chair/Dean 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.

## AFROTC PROGRAM

Under a cooperative agreement with the University of Portland, Warner Pacific University 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 the university full-time 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.

## 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 faculty advisor. The Application for Graduation and Program Evaluation Review form (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, 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 may track their progress toward degree completion through My Progress on MyWP, and should discuss any questions or discrepancies with the faculty advisor.

The student will graduate under the requirements listed in the catalog in effect at the time he or she first enrolls at Warner Pacific University. 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 university. If the requirements are not completed within that period of time, 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 effect 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 General Education Core).

To be eligible to participate in commencement ceremonies, students must plan to complete all academic requirements prior to the date of the commencement ceremonies with the following exception: A maximum of 6 credits may be planned for the term directly subsequent to the commencement ceremonies. All graduation requirements must be met before the degree will be posted and financial obligations to the university must be met before the diploma is awarded to the student. Any credit by examination testing must be completed at least 30 days prior to the intended commencement date.

### **Commencement 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 commencement ceremonies. Diplomas are not provided prior to the commencement ceremonies.

## **EXITING THE UNIVERSITY**

### **Leave of Absence**

Some students need or want to leave the university 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 university 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 university 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. Cybersecurity (sourceU)
- A.S. Life Sciences
- A.S. Health Sciences
- A.S. Social Science
- A.S. Sports Performance

An A.A. in Organizational Dynamics and an A.S. in Accounting are also offered through the Professional and Graduate Studies program (see page 216).

## BACHELOR DEGREES

Bachelor Degrees offered by the university include the Bachelor of Arts (B.A.), the Bachelor of Science (B.S.), the Bachelor of Science in Nursing (B.S.N.), and the Bachelor of Social Work (B.S.W.). The Professional and Graduate Studies program with non-traditional course design and schedules offers qualified students the opportunity to complete their degrees; offerings include the Bachelor of Arts (B.A.) and the Bachelor of Science (B.S.) with multiple majors and areas of study (see page 216).

## GRADUATE DEGREES

The university offers eight 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 Business Administration (M.B.A.), Master of Arts in Organizational Leadership (M.A.O.L.), 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 Professional and Graduate Studies program (see page 216).

## 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. In general, the bachelor degree major includes a minimum of 40 total credits and 18 upper-division credits. Many majors are larger than this minimum. Specific courses and credit requirements for the majors listed on the following pages appear in the appropriate division descriptions later in this section. Majors in some programs include the possibility of completing additional courses for a special emphasis.

## Duplication of Credit

Courses may be double-counted to fulfill two different major or minor requirements, provided that the following conditions are met:

- A minimum of 12 unique upper-division credits must be completed for each major.
- A minimum of 6 unique upper-division credits must be completed for each minor.

## 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 General Education Core 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 Division/Program 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 Program Evaluation Review form.

## Majors Leading to the B.A. Degree

American Studies

English Language Arts

Liberal Studies

Ministry and Community Engagement

Social Studies

## Majors Leading to the B.S. Degree

Accounting and Business Administration

Biological Science

Business Administration

Criminal Justice

Cybersecurity (sourceU)

Digital Media and Communications

Early Childhood/Elementary Education

Entrepreneurship

Finance

Finance and Accounting

Kinesiology

Human Development

Human Development and Family Studies

Human Resource Management

Physical Science

Psychology

Social Science

Sports Management

Sports Medicine

## Specialized Baccalaureate Degrees

Bachelor of Science in Nursing (B.S.N.)

Bachelor of Social Work (B.S.W.)

## 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 university’s regular programs. The faculty 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 Program 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 division/program(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 university with 30-59 credits accepted in transfer must complete at least one semester of full-time study at Warner Pacific before petitioning for an Individualized Major; students who will enter WPU 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	Human Development
American Studies	Human Resource Management
Biblical and Theological Studies	Mathematics
Biology	Ministry for Community Engagement
Business Administration	Music
Chemistry	Peace Studies
Coaching	Philosophy
Communications	Physical Education
Digital Marketing	Political Science
Early Childhood Education	Psychology
English	Social Entrepreneurship
Finance	Sociology
Fine Arts	Sports Management
Health	Trauma Intervention
History	Urban Studies

### 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 university'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.

1. Secure a petition for an Individualized Program from the Records Office. Complete the petition in consultation with the advisor and submit it to the appropriate academic division/program for deliberation. Incomplete petitions will not be considered.
2. If the petition is endorsed by the division/program, 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.

## 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 university life by intentionally bringing social, spiritual, and personal growth into the curricular learning context within the framework of the university'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 General Education Core class together in the fall semester of their freshman year, as well as a thematically-linked General Education Core 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 WPU and as a human being in the world; and
- transformed their orientation toward academic work and faculty.

## FAITH AND SERVICE CREDITS

Students enrolled for twelve or more academic credits must accrue at least 25 non-academic Faith and Service Credits per semester. For further explanation, please see *The Squire* student handbook.

## DEGREE REQUIREMENTS

At Warner Pacific University, 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 university 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 Degree

- For the B.A., B.S., B.B.A., B.H.C.A., B.A.C., B.S.W., or B.S.N. 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 General Education Core requirements as stipulated, achieving a grade of "C-" or better in all required courses.
- 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

### 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 111+112 with a grade of "C-" or better.
- Complete specific General Education Core and program requirements as designated by the division/program in which the degree is offered

### Requirements for the Second Baccalaureate Degree

Students holding a baccalaureate degree from a regionally accredited college or university may earn a second degree at Warner Pacific as a Post-Baccalaureate student 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 Pacific student who has completed at least 30 semester credits in residence, at least 20 of the 30 credits must be earned at Warner Pacific. 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.

# General Education Core Requirements

## GENERAL EDUCATION CORE

According to its Mission Statement, Warner Pacific University is a Christ-centered, urban, liberal arts university dedicated to providing students from diverse backgrounds an education that prepares them to engage actively in a constantly changing world. The General Education Core Curriculum at Warner Pacific University 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 General Education Core Curriculum at Warner Pacific University.

## CORE THEMES

In order to gain a foundation that will encourage them to address General Education Core expectations, students at Warner Pacific University will take required courses which will give them the opportunity to demonstrate the following Core Theme areas.

**Christ-Centered:** This Core Theme demonstrates an intentional movement from a religion-driven approach to the more active commitment to “be Christ” to those around us. Christ demonstrates what it means to love one another (Luke 10:25-37), how to truly serve others (Matthew 25:35-45), and the importance of reaching out with His message of truth (Matthew 28:19-20). It is this model that Warner Pacific strives to emulate.

**Diverse:** Rather than focusing on just one marker, diversity at Warner Pacific is encompassed several areas, including Multicultural Programs, Social Justice and Activism, Community Collaborations, Multicultural Education, and creating an Equitable Campus Culture.

**Urban:** The geographic location of Warner Pacific University provides a unique opportunity to embrace, engage, and study the urban environment of a major metropolitan area in the Pacific Northwest. This opportunity has informed Warner Pacific’s intention to be “in the city, for the city” by preparing students to be leaders in business, education, social services, politics, religion, the arts, science, and all manner of related vocations. This core theme calls the Warner Pacific community to apply talents, not for personal gratification, but for the improvement of life in the city.

**Liberal Arts:** Warner Pacific identifies closely with a study conducted by the American Association of Colleges and Universities (“College Learning for the New Global Century,” AACU, 2007), which described the critical role of American colleges in meeting the world’s “very high expectations for knowledge and skill.” These areas of skill and knowledge include technology, economic development, environmental concerns, urban growth, scientific and medical innovation, global interdependence, cross-cultural encounters, “waves of dislocating change,” and the expected volatility in the public and private lives of citizens. Warner Pacific graduates gain those skills, knowledge, positive behaviors, and attitudes needed to equip them for success in future education, life-long learning, employment, citizenship, community involvement, and family life.

## STUDENT OUTCOMES

### **Cultivating a Christ-Centered Learning Community**

- C1. Articulate their own spiritual journey as related to an understanding of God and a connection with others.
- C2. Explain foundational beliefs and practices of Christian faith.
- C3. Articulate and apply the holistic benefits of a healthy lifestyle.
- C4. Demonstrate an ethical and respectful worldview that promotes stewardship and care for others.

### **Investing in the Formation and Success of Students from Diverse Backgrounds**

- D1. Articulate the value of diverse voices and perspectives.
- D2. Explain the impact of global interdependency on social and cultural systems.

### **Collaborating With and For Our Urban Environment**

- U1. Articulate how human behavior interacts with social organizations and cultural patterns.
- U2. Identify the opportunities and challenges of urban life.

### **Fostering a Liberal Arts Education**

- L1. Produce written communication relevant to specific audiences.
- L2. Access, analyze, and synthesize academic information relevant to a particular field of study.
- L3. Articulate connections among multiple academic disciplines.
- L4. Use current technology relevant to a particular field of study.
- L5. Utilize scientific knowledge to understand and explain the natural world.
- L6. Demonstrate quantitative and analytic reasoning.
- L7. Articulate the historical and/or cultural context of a particular art form.
- L8. Express oneself through one or more artistic medium.
- L9. Explain the value of historical context.
- L10. Model civil discourse through purposeful dialogue and/or presentations.
- L11. Apply problem-solving techniques.
- L12. Utilize critical thinking to assess information.
- L13. Demonstrate strategies required to create and execute a plan.

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

## GENERAL EDUCATION CORE REQUIREMENTS

The General Education Core consists of four themes and 13 clusters as outlined below; students must complete a minimum of one course/2 credits per cluster (except for the Written Communication cluster, which requires 2 courses). Transfer courses that are determined to be comparable and parallel to Warner Pacific courses will be applied toward General Education Core requirements.

All courses used to satisfy general education core must be completed with a “C-” or higher.

### **Total Credits for Core**

Courses in the major or minor may be used to meet cluster requirements. However, each student must complete a total of 30 credits of General Education Core applicable coursework that is separate from coursework for the major or minor. Students who

have completed all 13 clusters but lack the 30 overall credits of non-duplicated General Education Core coursework may select additional Core course options from any of the 13 clusters. To encourage students to experience a range of courses, there is a maximum number of participatory classes that will count for Core Credits (Physical Education: 2 credits; Participatory Art and Music: 3 credits).

## Cultivating a Christ-Centered Learning Community

### Exploration of Spiritual Journey (C1)

- ❑ Take one course from the following:
  - REL 220 Christian Spiritual Formation
  - REL 320 Spirituality, Character, and Service

*Note: Transfer coursework is not accepted to meet this requirement*

### Holistic World View (C2, C3)

- ❑ Take one of the following options:
  - BI 151 The Bible as Literature
  - BI 250 Life and Teachings of Jesus
  - HE 150 Personal Health and Fitness + PE 101, 110, 112, 113, 118, or 119
  - HE 210 Stress Management + PE 101, 110, 112, 113, 118, or 119
  - PSY 441 Stress, Trauma, & Self-Care + PE 101, 110, 112, 113, 118, or 119

### Ethics (C4)

- ❑ Take one course from the following:
  - HUM 210 Science in Society
  - HUM 211 War & Peace
  - HUM 212 Earthkeeping
  - HUM 213 Politics & People of the Book
  - PHIL 300 Ethics
  - SRM/PHIL 250 Sports Ethics
  - SW 200 Exploring Social Work
  - TH 310 Christian Ethics

## Investing in the Formation and Success of Students from Diverse Backgrounds

### Appreciation of Diversity (D1, D2)

- ❑ Take one course from the following:
  - HE 340 Current Health Issues
  - HIS 206 Immigration & the Borderlands
  - HIS/SOC 340 Race & Ethnic Relations
  - MUS 242 Global Worship Through the Arts
  - PS 355 International Relations
  - REL/SOC 310 Religions of the World
  - SRM 260 Sociology in Sport
  - SS 351 Cultural Anthropology
  - SS/SW 485 Human Trafficking

## Collaborating With and For Our Urban Environment

### Urban Life (U1, U2)

- ❑ Take one course from the following:
  - BIO 216 Urban Ecology & Ecosystem Services
  - BUS 290 Ethics, Social Issues, & Responsibility
  - EN/URB 245/345 Urban Literature
  - HIS 370 History of the American City
  - HUM/HE/MUS 160/162/163/164/165 FYLC Topics

PHS 450 Urban Resources & Sustainability  
 PS 140 Intro to Politics & American Government  
 PS 200 Found of American Legal System  
 SE 311 Entrepreneurial Lead in Urban Context  
 SE 101 Intro to Social Entrepreneurship  
 SOC 140 Principles of Sociology  
 SOC/PS 345 Social Problems & Public Policy  
 SOC 350 Social Psychology  
 SOC 360 Urban Sociology  
 SRM 340 Sports Psychology  
 URB 140 Introduction to the City

## Fostering a Liberal Arts Education

Written Communication (L1)

- Take EN 111 & 112 English Composition I & II

Information Literacy & Research (L2)

- Take ILR 300 Academic Research

Interdisciplinary Thinking (L3)

- Take one course from the following:  
 HUM 310 Faith, Living, and Learning  
 HUM 410 Senior Humanities Seminar

*Note: Transfer coursework is not accepted to meet this requirement.*

Information Technology (L4)

- Take one course from the following:  
 BUS 223 Introduction to Microsoft Office  
 CMPT 155 Introduction to Electronics & Physical Computing  
 COMM 250 Introduction to Digital Media  
 COMM 265 Introduction to Web Design  
 IT 101 Fundamentals of IT

Scientific Reasoning (L5)

- Take one course from the following:  
 BIO 121 Intro to Anatomy & Physiology  
 BIO 211 General Biology I  
 BIO 212 General Biology II  
 BIO 215/315 Malheur Natural History Studies  
 BIO 221 Human Anatomy & Physiology I  
 CHEM 111 Intro to Chemistry  
 CHEM 211 General Chemistry I  
 ENV 105 Intro to Environmental Science  
 PHS 101 Intro to Physical Science  
 PHS 230 Geology

Quantitative Reasoning (L6)

- Take one course from the following:  
 MA 104 Math for Liberal Arts  
 MA 111 College Algebra  
 MA 115 Precalculus  
 MA 211 Fundamentals of Elementary Math I  
 MA 342 Statistical Methods  
 OR demonstrate mathematics proficiency by SAT Math score of 650+ or ACT Math score of 28+

### Historical and Cultural Knowledge and Practice (L7, L8, L9)

- Take a minimum of 2 credits from the following:
  - ART 115 Calligraphy
  - ART 120 Introduction to PHotography
  - ART 250/350 History of Art
  - COMM/EN 150/350 Poetry & Fiction
  - COMM/EN 151/351 Creative Nonfiction
  - DR/EN 220 World Theatre
  - DR/EN 250/349 Understand Film & Its Forms
  - EN 215/315 Global Literature
  - FA/URB 235 The City & the Arts
  - HIS 221 Apartheid & Genocide
  - HIS 222 Latin American Politics & Social Change
  - MUS 341 Music History I
  - MUS Music Ensemble
  - REL 330 Church History I
  - REL 370 Church History II
  - PSY 401 History & Systems

### Critical Thinking and Strategic Action (L10, L11, L12, L13)

- Take one course from the following:
  - BUS 242 Marketing
  - BUS 261 Org Writing & Presentations
  - BUS 310 Management Theory & Practice
  - BUS 321 Organizational Behavior & Design
  - COMM 200 Interpersonal Communication
  - COMM 220 Public Speaking
  - COMM 230 Intercultural Communication
  - EC 203 Economics
  - HD 311 Prenatal/Early Child Development
  - HD 312 Mid-Child/Adolescent Development
  - HD 313 Adult Development, Aging & Dying
  - HD 314 Parenting Through the Life Cycle
  - PHIL 201 Introduction to Philosophy
  - PHIL 211 Logic
  - PSY 392/492 Internship
  - SOC/REL 240 Intro to Peace Studies
  - SS 335 Restorative Justice
  - SS/BUS 380 Conflict: From Theory to Action
  - TH 470 Christian Social Concerns

# Undergraduate Divisions and Programs of Study

## DIVISION OF ARTS AND LETTERS

*The Arts and Letters Division embodies a community of transformation that draws from the narratives and exemplars of the humanistic tradition and the college's founding theological roots to help students experience and participate in the redemption of self and world, primarily through the discovery, cultivation, and use of their voice in the many aesthetic, cultural, professional, and relational contexts in which they find themselves.*

**Courses of Study:** Art, Biblical Studies, Christian Ministries, Communications, Drama, English, Fine Arts, History, Humanities, Missions, Music, Pastoral Ministries, Philosophy, Religion, Theology

**Majors:** American Studies, Digital Media and Communications, English Language Arts, Liberal Studies, Ministry and Community Engagement, Social Studies

**Minors:** American Studies, Biblical and Theological Studies, Communications, English, Fine Arts, History, Ministry for Community Engagement, Music, Philosophy

**Associate of Arts:** General Studies

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

## B.A. in AMERICAN STUDIES

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

<input type="checkbox"/> HUM 385	Critical and Cultural Theory	3
<input type="checkbox"/> HUM 391/392/393	Humanities Internship	2-5

Select 27 credits from the following:

<input type="checkbox"/> EC 203	Economics	3
<input type="checkbox"/> EN 245/345	Urban Literature	3
<input type="checkbox"/> HIS 260	History of Religion in the U.S.	3
<input type="checkbox"/> HIS 340	Race and Ethnic Relations	3
<input type="checkbox"/> HIS 360	Church History II	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 200	Foundations of the American Legal System	3
<input type="checkbox"/> PS 315	Governing States and Communities	3
<input type="checkbox"/> PS/SOC 345	Social Problems and Public Policy	3

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.S. in DIGITAL MEDIA AND COMMUNICATIONS

51 credits; 24 credits in residence, 24 credits upper division. Required:

<input type="checkbox"/>	ART 120	Introduction to Photography	2
<input type="checkbox"/>	COMM 220	Public Speaking	3
<input type="checkbox"/>	COMM 150/350	Poetry and Fiction	
	<b>OR</b> COMM 151/351	Creative Nonfiction	
	<b>OR</b> One Literature Course		3
<input type="checkbox"/>	COMM 200	Interpersonal Communication	
	<b>OR</b> COMM 230	Intercultural Communication	2-3
<input type="checkbox"/>	MUS/COMM 250	Introduction to Audio Recording	2
<input type="checkbox"/>	COMM 250	Introduction to Digital Media	3
<input type="checkbox"/>	COMM 265	Introduction to Web Design	3
<input type="checkbox"/>	COMM 266	Web Design and Implementation	3
<input type="checkbox"/>	COMM 300	Communication Theory	3
<input type="checkbox"/>	COMM/CM 312	Design Thinking and Entrepreneurship	3
<input type="checkbox"/>	COMM 310	Writing Across Media	3
<input type="checkbox"/>	COMM 360	Video Production and Editing	3
<input type="checkbox"/>	COMM 380	Motion Graphics and Animation	3
<input type="checkbox"/>	COMM 381	Social Media and Analytics	3
<input type="checkbox"/>	COMM/EN 390	Visual Communication	3
<input type="checkbox"/>	COMM 490	Digital Media Internship	3
<input type="checkbox"/>	COMM 450	Communication Ethics	3
<input type="checkbox"/>	COMM 400	Digital Media Capstone	3

### Other Recommended Courses:

<input type="checkbox"/>	ART 100	Basic Studio Art	2
<input type="checkbox"/>	SE 352	Project Management	3
<input type="checkbox"/>	BUS 242	Marketing	3
<input type="checkbox"/>	BUS 342	Marketing Management	3

### Program Outcomes

Upon successful completion of the major in Digital Media and Communications, graduates will:

- Exhibit creative and critical thinking to address a variety of practical and theoretical communication scenarios
- Demonstrate technical skills in traditional and digital media, applying principles of design to their work
- Demonstrate broad knowledge of software applications related to digital media
- Develop web pages, print layouts, animations, video and audio that display both technical knowledge and design principles
- Describe the elements of effective stories and communicate them through various media for diverse audiences
- Communicate professionally and effectively in interpersonal settings with diverse constituents
- Work effectively as part of a team, acting responsibly and respectfully to manage and complete various design projects
- Demonstrate ethical reflection regarding the role of media for a just society
- Curate a portfolio of finished work that meets professional standards

## B.A. in ENGLISH LANGUAGE ARTS

37 credits (minimum): 18 credits in residence, 24 credits upper division. Required:

<input type="checkbox"/>	COMM/EN 350	Creative Writing: Poetry and Fiction	3
<input type="checkbox"/>	COMM/EN 351	Creative Writing: 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	3
<input type="checkbox"/>	EN 245/345	Urban Literature	3
<input type="checkbox"/>	EN/DR 220	World Theatre	
	<b>OR</b> EN/DR 250/349	Understanding Film and its Forms	3
<input type="checkbox"/>	EN 335	Epic Literature and Mythology	3
<input type="checkbox"/>	EN/ED 341	Literature for Children	
	<b>OR</b> EN/ED 343	Literature for Adolescents and Young Adults	3
<input type="checkbox"/>	HUM 385	Critical and Cultural Theory	3
<input type="checkbox"/>	ED 260	Human Development & Learning Theory for P-12	
	<b>OR</b> HD 330 and EDPSY 420		
	<b>OR</b> HD 311 and HD 312 and EDPSY 420		4-9
<input type="checkbox"/>	HUM 391/92/93	Humanities Internship	
	<b>OR</b> ED 515U	Classroom Management with Practicum	
	<b>AND</b> ED 535U	Curriculum Planning & Instruction w/ Practicum	3-5

(See also "Off-Campus Study Programs," on page 222.)

Upon successful completion of the major in English Language Arts, 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.
- 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 LIBERAL STUDIES

39 credits (minimum): 24 credits in residence, 21 upper division. None of these credits may be used to satisfy another major in the Humanities Department. 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"/>	PHIL 201	Intro to Philosophy	3
<input type="checkbox"/>	PHIL 300	Ethics	3
<input type="checkbox"/>	Upper Division Literature elective		3
<input type="checkbox"/>	Upper Division History elective		3
<input type="checkbox"/>	Math/Science elective (BIO/CHEM/ENV/MA/PHS/PHY)		3-4
<input type="checkbox"/>	Religion elective (REL, BI, CM, TH, MIS)		3
<input type="checkbox"/>	SOC/PS/SS 355	International Relations	
	<b>OR</b> SOC/REL 470	Christian Social Concern	
	<b>OR</b> SOC 382	Contemporary Family Issues	
	<b>OR</b> URB/HIS 370	History of the American City	
	<b>OR</b> URB/SOC 390	Poverty in the Urban Context	3

Plus one of the following emphases: (at least 15 credits)

### Human Services Emphasis:

<input type="checkbox"/>	HD 330	Lifespan Human Development	3
<input type="checkbox"/>	SOC/PS 345	Social Problems & Public Policy	3
<input type="checkbox"/>	SOC/HIS 340	Race and Ethnic Relations	3
<input type="checkbox"/>	SS 351	Cultural Anthropology	3
<input type="checkbox"/>	PSY 392/393	Internship	3

### Humanities Emphasis:

<input type="checkbox"/>	Upper Division Electives from HUM, EN, HIS, DR, FA, ART, PHIL		6
<input type="checkbox"/>	Electives from HUM, EN, HIS, DR, FA, ART, PHIL		6
<input type="checkbox"/>	HUM 391/392/393		3

### Leadership Emphasis:

<input type="checkbox"/>	BUS 120	Intro to Business and Personal Finance	
	<b>OR</b> SE 101	Intro to Social Entrepreneurship	3
<input type="checkbox"/>	BUS 290	Ethics, Social Issues and Responsibility	3
<input type="checkbox"/>	SE 311	Entrepreneurial Leadership within Urban Context	3
<input type="checkbox"/>	BUS 495	Internship	3
<input type="checkbox"/>	Additional Upper Division Credits from BUS/SE, chosen in consultation with advisor		3-4

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.
- Demonstrate focused disciplinary knowledge or practical skills in one of the following areas: Human Services, Humanities, Leadership.

## B.A. in MINISTRY AND COMMUNITY ENGAGEMENT

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

<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
<input type="checkbox"/>	CM 140	Ministry Practice: Exploring Vocation and Call	3
<input type="checkbox"/>	CM 260	Ministry Field Ed.: Ministry of Care	3
<input type="checkbox"/>	CM 311	Ministry Field Ed.: Community Development & Organizing	3
<input type="checkbox"/>	CM/COMM 312	Ministry Field Ed.: Design Thinking & Entrepreneurship	3
<input type="checkbox"/>	CM 345	Methods and Practice of Public Communication for Ministry	3
<input type="checkbox"/>	CM 400	Ministry Integrative Capstone	3
<input type="checkbox"/>	REL/SOC 310	Religions of the World	3
<input type="checkbox"/>	REL/HIS 330	Church History I: Early and Medieval Persecution, Power, and Peoples	3
<input type="checkbox"/>	REL 370/HIS 360	Church History II: Holiness, Denominationalism and Theological Movements	3
<input type="checkbox"/>	TH 310	Christian Ethics	3
<input type="checkbox"/>	TH 401	Constructive Theology I	3
<input type="checkbox"/>	TH 402	Constructive Theology II	3

Upon successful completion of the major in Ministry and Community Engagement, graduates will:

- Demonstrate qualities of loving character in relating to God, self, “other,” and the world.
- Work communally and collaboratively.
- Connect their own story, stories of their ministry context, and the biblical-historical Christian story and communicate these in written, verbal, and visual formats.
- Use scholarly methods to study and analyze biblical, historical, and theological texts for the formation of individuals and communities.
- Describe and evaluate major figures and events.
- Utilize a Wesleyan theo-ethical approach to construct and evaluate their own theological values and sources and to determine the concrete implications of those.
- Apply frameworks of deep listening and care within ministry settings.
- Practice basic techniques from community development, community organizing, and design thinking in ministry contexts.
- Recognize and gain appreciative knowledge of religious diversity within our city.
- Integrate their educational journey with their emerging ministry path.

## B.A. in SOCIAL STUDIES

43 credits (minimum): 18 credits in residence, 24 credits upper division. Required:

<input type="checkbox"/>	PSY 140 or 141	General Psychology	3
<input type="checkbox"/>	PS 140	American Government	3
<input type="checkbox"/>	SOC 140	Principles of Sociology	3
<input type="checkbox"/>	EC 203	Economics	3
<input type="checkbox"/>	HIS 206	Immigration and the Borderlands	
	<i>OR</i> other course in U.S. History		3
<input type="checkbox"/>	HIS 221	Apartheid and Genocide	
	<i>OR</i> HIS 222	Latin American Politics and Social Change	
	<i>OR</i> other World History course		3
<input type="checkbox"/>	SOC/HIS 340	Race and Ethnic Relations	3
<input type="checkbox"/>	HIS/URB 370	History of the American City	3
<input type="checkbox"/>	HUM 385	Critical and Cultural Theory	3
<input type="checkbox"/>	PS/SOC 345	Social Problems and Public Policy	
	<i>OR</i> PS/SOC/SS 355	International Relations	3
	<i>OR</i> PS 315	Government in States and Communities	3
<input type="checkbox"/>	SS 351	Cultural Anthropology	
	<i>OR</i> ED 353	Cultural Diversity	3
<input type="checkbox"/>	SS 393	Research Methods and Applied Statistics	
	<i>OR</i> EDPSY 395	Observation, Assessment, and Evaluation	3-4
<input type="checkbox"/>	ED 260	Human Development and Learning Theory	
	<i>OR</i> HD 330 and EDPSY 420		
	<i>OR</i> HD 311 and HD 312 and EDPSY 420		4-9
<input type="checkbox"/>	ED 515U and 535U		
	<i>OR</i> HUM 391/392/393	Humanities Internship	
	<i>OR</i> PSY 392/393	Junior Internship	3-5

(See also “Off-Campus Study Programs,” on page 222.)

Upon successful completion of the major in Social Studies, 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 diverse peoples 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.

## AMERICAN STUDIES Minor

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

## BIBLICAL AND THEOLOGICAL STUDIES

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

<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
<input type="checkbox"/>	REL/HIS 330	Church History I	3
<input type="checkbox"/>	REL 370/HIS 360	Church History II	3
<input type="checkbox"/>	TH 401	Constructive Theology I	3
<input type="checkbox"/>	TH 402	Constructive Theology II	3

## CHRISTIAN MINISTRIES Minor

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

<input type="checkbox"/>	CM 140	Ministry Practice: Exploring Vocation and Call	3
<input type="checkbox"/>	CM 260	Ministry Field Ed.: Ministry of Care	3
<input type="checkbox"/>	CM 311	Ministry Field Ed.: Community Development & Org	3
	<b>OR</b> CM/COMM 312	Ministry Field Ed.: Design Thinking & Entrepreneurship	3
<input type="checkbox"/>	CM 345	Methods and Practice of Public Comm for Ministry	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 310	Christian Ethics	3
<input type="checkbox"/>	TH 401	Constructive Theology I	3

## COMMUNICATIONS Minor

Prerequisites: EN 111+112

20 credits required, 12 credits in residence, 12 credits upper division. No more than 6 of the 20 credits may be used to satisfy major or other minor requirements. Required:

<input type="checkbox"/>	COMM 220	Public Speaking	3
<input type="checkbox"/>	DR/EN 349	Understanding Film and its Forms	3
<input type="checkbox"/>	COMM/SS 200	Interpersonal Communications	2
<input type="checkbox"/>	EN/COMM/FA 350	Creative Writing: Poetry and Fiction	3
	<b>OR</b> EN/COMM/FA 351	Creative Writing: Creative Nonfiction	3
<input type="checkbox"/>	BUS/COMM 261	Organizational Writing and Presentations	3

Plus 9 credits from the following list:

<input type="checkbox"/>	BUS/PSY 321	Organizational Behavior and Design	3
<input type="checkbox"/>	BUS/SS 380	Conflict: From Theory to Action	3
<input type="checkbox"/>	HUM 385	Critical and Cultural Theory	3
<input type="checkbox"/>	REL/SOC 310	Religions of the World	3
<input type="checkbox"/>	SOC/PS 345	Social Problems and Public Policy	3
<input type="checkbox"/>	SS 351	Cultural Anthropology	3
<input type="checkbox"/>	PSY 430	Counseling	3

## ENGLISH Minor

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

<input type="checkbox"/>	EN 215/315	Global Literature	3
	<b>OR</b> EN 245/345	Urban Literature	3
<input type="checkbox"/>	EN/DR 220	World Theatre	3
	<b>OR</b> EN/DR 250/349	Understanding Film and its Forms	3

<input type="checkbox"/>	COMM/EN 350	Creative Writing: Poetry and Fiction	
	<b>OR</b> COMM/EN 351	Creative Writing: Nonfiction	3
<input type="checkbox"/>	EN/DR 360	Shakespeare	3
<input type="checkbox"/>	EN 335	Epic Literature and Mythology	3
<input type="checkbox"/>	HUM 385	Critical and Cultural Theory	3

### FINE ARTS Minor

16-19 credits: 9 credits in residence. 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	World Theatre	
	<b>OR</b> ART 250/350	History of Art	
	<b>OR</b> MUS 242	Global Worship Through the Arts	
<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"/>	HUM 385	Critical and Cultural Theory	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		

### MINISTRY FOR COMMUNITY ENGAGEMENT Minor

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

<input type="checkbox"/>	CM 140	Ministry Practice: Exploring Vocation and Call	3
<input type="checkbox"/>	CM 260	Ministry Field Ed.: Ministry of Care	3
<input type="checkbox"/>	CM 311	Ministry Field Ed.: Asset Based Community Development & Community Organizing	3
<input type="checkbox"/>	CM/COMM 312	Ministry Field Ed.: Design Thinking & Entrepreneurship	3
<input type="checkbox"/>	CM 345	Methods and Practice of Public Communication for Ministry	3
<input type="checkbox"/>	CM 400	Ministry Integrative Capstone	3
<input type="checkbox"/>	REL/SOC 310	Religions of the World	3
<input type="checkbox"/>	TH 310	Christian Ethics	3

### MUSIC Minor

17 credits: 12 credits in residence. Required:

<input type="checkbox"/>	MUS 111	Understanding Music	3
<input type="checkbox"/>	MUS 112	Intro to Song Writing	3
<input type="checkbox"/>	MUS 280/380	Music Leadership	3
<input type="checkbox"/>	MUS 300	Music Performance Consortium	2
<input type="checkbox"/>	MUS 250	Intro to Audio Recording	2
<input type="checkbox"/>	<i>Plus 4 credits from the following</i>		
<input type="checkbox"/>	MUS 100P	Intro to Piano	2
<input type="checkbox"/>	MUS 100G	Intro to Guitar	2
<input type="checkbox"/>	Applied Music ( <i>repeatable</i> )		
<input type="checkbox"/>	Ensembles/Performance Groups ( <i>repeatable</i> )		

## 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 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
<i>Electives (choose 9 credits from the following):</i>			
<input type="checkbox"/>	EN 370	Nature and Structure of English Language	3
<input type="checkbox"/>	FA 300	Aesthetics	3
<input type="checkbox"/>	HUM 385	Critical and Cultural Theory	3
<input type="checkbox"/>	PHIL 211	Logic	3
<input type="checkbox"/>	PHIL 379	Philosophy Seminar (may be taken twice)	3
<input type="checkbox"/>	PSY 401	History and Systems of Psychology	3
<input type="checkbox"/>	REL/SOC 310	Religions of the World	3
<input type="checkbox"/>	TH 310	Christian Ethics	3

## A.A. in GENERAL STUDIES

62 credits: 32 credits in residence. Required:

<input type="checkbox"/>	EN 111, 112	Composition and Research I, II	4, 4
<input type="checkbox"/>	BI 151	The Bible as Literature	3
<input type="checkbox"/>	HE 150	Personal Health and Fitness	2
<input type="checkbox"/>	Communications Elective		2-3
<input type="checkbox"/>	CMPT course or demonstrated proficiency		0-3
<input type="checkbox"/>	Mathematics elective		3
<input type="checkbox"/>	Two Lab Science electives		4+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"/>	Two PE activity electives		1+1
<input type="checkbox"/>	HUM 210, 211, 212, 213 or 310		3
<input type="checkbox"/>	Two humanities electives (History, Literature or Philosophy)		3+3
<input type="checkbox"/>	Two Social Science electives (EC, HD, PS, PSY, SOC, SS, SW, URB)		3+3
<input type="checkbox"/>	Electives to reach a total of 62 credits, including 32 in residence.		

## DIVISION OF NATURAL SCIENCES AND HEALTH

*The mission of the Division 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, Chemistry, Environmental Science, Kinesiology, Mathematics, Physical Education, Physics, Sports Medicine, Sports Management

**Majors:** Biological Science (emphases in General Biology and Human Biology), Kinesiology, Physical Science, Sports Medicine, Sports Management (emphases in Administrative and Coaching)

**Minors:** Biology, Chemistry, Coaching, Health, Mathematics, Physical Education, Sports Management

**Associate of Science:** Health Sciences, Life Sciences, Sports Performance

**Major/Minor Statute of Limitations:** Courses applied toward Biological Science, Kinesiology, and Physical Science majors/minors must have been completed within five years; courses applied toward the Sports Medicine and Sports Management majors and the Coaching and Physical Education minors must have been completed within ten years.

## B.S. in BIOLOGICAL SCIENCE, General Biology Emphasis

*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 211, 212	General Biology I, II	4, 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"/> CHEM 211, 212	General Chemistry I, II	4, 4
<input type="checkbox"/> MA 342	Statistical Methods	4

### Emphasis Area Requirements

<input type="checkbox"/> BIO 301	Botany	4
<input type="checkbox"/> CHEM 301	Organic Chemistry I	
<b>OR</b> PHS 330	Geology	4

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

### Cell Biology

<input type="checkbox"/> BIO 330 <b>OR</b> 370	Cell Biology <b>OR</b> Microbiology	4
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### Physiology

<input type="checkbox"/> BIO 420 <b>OR</b> KIN 475	Mammalian Physiology or Exercise Physiology	4
<b>OR</b> BIO 222	Human Anatomy & Physiology II*	

### Organismal/Field Biology

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

### Additional electives

*Choose from any of the above UD electives, plus:*

<input type="checkbox"/> BIO 310	Immunology	4
<input type="checkbox"/> BIO 315	Malheur Natural History Studies	3
<input type="checkbox"/> BIO/CHEM 412	Biochemistry	4
<input type="checkbox"/> BIO 421	Elements of Human Gross Anatomy	4
<input type="checkbox"/> KIN 325	Biomechanics	3

## TEACHER LICENSURE, BIOLOGICAL SCIENCE

### (ML and/or HS)

*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 (see page 120).*

## B.S. in BIOLOGICAL SCIENCE, Human Biology Emphasis

*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, and veterinary medicine.*

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

### Core Requirements

<input type="checkbox"/> BIO 211, 212	General Biology I, II	4, 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"/> CHEM 211, 212	General Chemistry I,II	4, 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"/> CHEM 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 <b>OR</b> 370	Cell Biology <b>OR</b> Microbiology	4
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### Physiology:

<input type="checkbox"/> BIO 420 <b>OR</b> KIN 475	Mammalian Physiology or Exercise Physiology	4
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### Organismal/Field Biology

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

**Additional electives-** *Choose from any of the above UD electives, plus:*

<input type="checkbox"/> BIO 310	Immunology	4
<input type="checkbox"/> BIO 315	Malheur Natural History Studies	3
<input type="checkbox"/> BIO 421	Elements of Human Gross Anatomy	4
<input type="checkbox"/> KIN 325	Biomechanics	3
<input type="checkbox"/> BIO/CHEM 412	Biochemistry	4

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

<input type="checkbox"/> MA 251	Calculus I	4
<input type="checkbox"/> PHY 221, 222	General Physics I, II	4, 4
<input type="checkbox"/> CHEM 302	Organic Chemistry II	4
<input type="checkbox"/> BIO/CHEM 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 KINESIOLOGY

*This major supports a core of general science and human kinetics knowledge and skills and is designed to provide background necessary to facilitate careers in physical therapy or occupational therapy, and to prepare those who are seeking to pursue graduate school in exercise science, kinesiology, or related fields. It can also prepare students interested in K-12 physical education, if followed by 4.5 MAT.*

49-50 credits: 15 credits in residence, 19 credits upper division. Required:

<input type="checkbox"/> BIO 211 <b>OR</b> BIO 212	General Biology I <b>OR</b> II	4
<input type="checkbox"/> BIO 221, 222	Human Anatomy and Physiology I, II	4, 4
<input type="checkbox"/> CHEM 211, 212	General Chemistry I, II	4, 4
<input type="checkbox"/> PHY 221	General Physics I	4
<input type="checkbox"/> HE 240	Nutrition	3
<input type="checkbox"/> KIN 230	Introduction to Kinesiology	3
<input type="checkbox"/> KIN 310	Motor Learning	3
<input type="checkbox"/> KIN 325	Biomechanics	3
<input type="checkbox"/> KIN 460	Tests, Measurements and Evaluation in Exercise Science	3-4
<b>OR</b> MA 342	Statistical Methods	3-4
<input type="checkbox"/> KIN 475	Exercise Physiology	4
<input type="checkbox"/> KIN 494	Kinesiology Internship	3

*Select at least 3 credits of the following:*

<input type="checkbox"/> BIO 421	Elements of Gross Anatomy	4
<input type="checkbox"/> KIN 350	Care and Prevention of Athletic Injuries	3
<input type="checkbox"/> HE 310	Exercise Prescription	2
<input type="checkbox"/> HE 410	Fitness and Chronic Disease	3

*For students seeking admission to Doctor of Physical Therapy programs, these additional courses are recommended. Consult with your academic advisor.*

<input type="checkbox"/> BIO 250	Genetics	4
<input type="checkbox"/> BIO 330	Cell Biology	4
<input type="checkbox"/> BIO 370	Microbiology	4
<input type="checkbox"/> BIO 401	Scientific Writing	2
<input type="checkbox"/> BIO 420	Mammalian Physiology	4
<input type="checkbox"/> HE 200	Medical Terminology	3
<input type="checkbox"/> HD 330	Lifespan Human Development	3
<input type="checkbox"/> PSY 140 or 141	General Psychology	3
<input type="checkbox"/> PSY 314	Abnormal Psychology	3
<input type="checkbox"/> PHY 222	General Physics II	4
<input type="checkbox"/> CHEM 301	Organic Chemistry I	4
<input type="checkbox"/> BIO/CHEM 412	Biochemistry	4

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

- Demonstrate an awareness of the basic concepts, theories, models, language, issues, current trends and historical developments related to human health and kinesiology.
- Effectively communicate their approach to planning and problem solving both in written and oral form as it relates to kinesiology.
- Demonstrate the ability to integrate the disciplines within health and the sciences in order to critically approach and evaluate theories, create plans for and assess progress of clients, and solve problems.
- Critically evaluate and apply current research and data in the field of kinesiology.
- Identify and explore the moral and ethical challenges related to kinesiology.
- Demonstrate skills necessary for professional service in kinesiology.
- Develop an awareness of the value of membership and participation in professional organizations (certification).

## B.S. in PHYSICAL SCIENCE

*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"/>	CHEM 211	General Chemistry I	4
<input type="checkbox"/>	CHEM 212	General Chemistry II	4
<input type="checkbox"/>	PHY 221	General Physics I	4
<input type="checkbox"/>	PHY 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 MANAGEMENT: Administrative Emphasis

*This degree provides students with the planning, administration, and leadership skills needed to contribute to the success of organizations that focus on sports 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.*

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

### Core Requirements:

<input type="checkbox"/> BUS 120	Intro to Business and Personal Finance	3
<input type="checkbox"/> KIN 230	Introduction to Kinesiology	3
<input type="checkbox"/> KIN 360	Organization and Administration of Sports	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
<input type="checkbox"/> SRM 490	Senior Seminar	1

### Emphasis area requirements:

<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 Management with Administrative emphasis, graduates will be able to:

- Identify fundamental theories, concepts, and terminology relevant to the field of sports management.
- Understand and apply financial principles and accounting, finance, marketing and data analysis in the world of sport.
- Illustrate the diverse ethical and legal issues that are likely to be encountered in the sports industry.
- Demonstrate an understanding of how cultural traditions, social values, and lived experiences of society display themselves in sport.
- Demonstrate information literacy and oral, written, and group communication skills.
- Use organizational and administrative skills to plan a sporting event.
- Apply sports management concepts in a professional setting.

## B.S. in SPORTS MANAGEMENT: Coaching Emphasis

*This degree will provide students with the knowledge and skills necessary for careers in coaching, certified personal training, and K-12 physical education (if followed by the MAT 4.5). 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 credits: 24 in residence, 22 credits upper division

### Core requirements:

<input type="checkbox"/>	BUS 120	Intro to Business and Personal Finance	3
<input type="checkbox"/>	KIN 230	Introduction to Kinesiology	3
<input type="checkbox"/>	KIN 360	Organization and Administration of Sports	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
<input type="checkbox"/>	SRM 490	Senior Seminar	1

### Emphasis area requirements:

<input type="checkbox"/>	BIO 121	Introduction to Anatomy and Physiology	4
<input type="checkbox"/>	KIN 310	Motor Learning	3
<input type="checkbox"/>	KIN 350	Care and Prevention of Athletic Injuries	3
<input type="checkbox"/>	KIN 475	Exercise Physiology	4
<input type="checkbox"/>	HE 240	Nutrition	3
	<b>OR</b> HE 330	Sports Nutrition	3
<input type="checkbox"/>	HE 310	Fitness Prescription	2
<input type="checkbox"/>	HE 370	Essentials of Strength and Conditioning	3
<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 Management with Coaching emphasis, graduates will be able to:

- Identify fundamental theories, concepts, and terminology relevant to the field of sports management.
- Demonstrate an understanding of how cultural traditions, social values, and lived experiences of society display themselves in sport.
- Demonstrate an understanding of how the human body functions and how to care for and prevent athletic injuries.
- Explain how athletes can learn, understand, and create functional and safe movement patterns.
- Design physical training, nutritional and mental training skills programs that can enhance athletic performance to help athletes reach their performance potential.
- Demonstrate information literacy and oral, written, and group communication skills.
- Use organizational and administrative skills to plan a sporting event.
- Apply sports management concepts in a professional setting.

## 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 120).*

## B.S. in SPORTS MEDICINE

*This degree is designed for students who wish to pursue graduate school to become a certified athletic trainer or who wish to pursue similar occupations.*

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

<input type="checkbox"/>	BIO 221	Human Anatomy & Physiology I	4
<input type="checkbox"/>	BIO 222	Human Anatomy & Physiology II	4
<input type="checkbox"/>	KIN 230	Introduction to Kinesiology	3
<input type="checkbox"/>	KIN 325	Biomechanics	3
<input type="checkbox"/>	KIN 460	Tests, Measurements and Evaluation in Exercise Science	3
	<i>OR</i> MA 342	Statistical Methods	3-4
<input type="checkbox"/>	KIN 475	Exercise Physiology	4
<input type="checkbox"/>	HE 240	Nutrition	3
	<i>OR</i> HE 330	Sports Nutrition	3
<input type="checkbox"/>	SM 311	Clinical Evaluation and Rehabilitation of Athletic Injuries – Lower Body	3
<input type="checkbox"/>	SM 312	Clinical Evaluation and Rehabilitation of Athletic Injuries – Upper Body	3
<input type="checkbox"/>	SM 393	Research Methods in Sports Medicine	3
<input type="checkbox"/>	SM 410	Therapeutic Modalities in Athletic Training	3
<input type="checkbox"/>	SM 420	Therapeutic Exercise and Rehabilitation in Athletic Training	3
<input type="checkbox"/>	SM 490	Senior Seminar	1
<input type="checkbox"/>	SM 494	Sports Medicine Internship	4
<input type="checkbox"/>	SRM/PHIL 250	Sports Ethics	3
	<i>OR</i> PHIL 300	Ethics	3

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

- Demonstrate a comprehension of the fundamental concepts, theories, language, major issues, current trends and historical developments related to sports medicine.
- Use qualitative and quantitative approaches to analyzing data related to athlete performance.
- Demonstrate the ability to promote prevention of and to assess and treat injuries commonly encountered in athletic training.
- Develop a cohesive plan and effectively communicate their approach to assessment and treatment of injuries.
- Critically evaluate and apply current research and data in the field of sports medicine.
- Explore issues of faith, morality and ethics related to the practice of sports medicine.

## BIOLOGY Minor

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

<input type="checkbox"/>	BIO 211	General Biology I	4
<input type="checkbox"/>	BIO 212	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

## CHEMISTRY Minor

18 credits: 10 credits in residence. Required:

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

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

## COACHING Minor

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

<input type="checkbox"/>	BIO 121	Introduction to Anatomy & Physiology	4
<input type="checkbox"/>	HE 240	Nutrition	3
<input type="checkbox"/>	<b>OR</b> HE 330	Sports Nutrition	3
<input type="checkbox"/>	HE 310	Fitness Prescription	2
<input type="checkbox"/>	<b>OR</b> HE 370	Essentials of Strength & Conditioning	3
<input type="checkbox"/>	KIN 350	Care and Prevention of Athletic Injuries	3
<input type="checkbox"/>	KIN 360	Organization and Administration of Sports	3
<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

## HEALTH Minor

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

<input type="checkbox"/>	HE 150	Personal Health and Fitness	2
<input type="checkbox"/>	HE 210	Stress Management	2
<input type="checkbox"/>	HE 240	Nutrition	3
<input type="checkbox"/>	HE 340	Current Health Issues	3
<input type="checkbox"/>	HE 410	Fitness and Chronic Disease	3
<input type="checkbox"/>	Upper division Health or other courses chosen with advisor		

## MATHEMATICS Minor

22 credits: 10 credits in residence, 10 credits upper division. Required:

<input type="checkbox"/>	MA 251	Calculus I	4
<input type="checkbox"/>	MA 252	Calculus II	4
<input type="checkbox"/>	MA 253	Calculus III	4
<input type="checkbox"/>	MA 342	Statistical Methods	4
<input type="checkbox"/>	Upper division mathematics courses chosen with advisor		6

## TEACHER LICENSURE, MATHEMATICS (ML and/or HS)

*Program checklists are available in the Teacher Education office. Students wishing to pursue teaching licensure in Advanced Math may apply to the Master of Arts in Teaching program (see page 120).*

## 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"/>	KIN 230	Introduction to Kinesiology	3
<input type="checkbox"/>	KIN 350	Care and Prevention of Athletic Injuries	3
<input type="checkbox"/>	KIN 325	Biomechanics	3
<input type="checkbox"/>	KIN 470	Adapted Physical Education	3
<input type="checkbox"/>	PE 300-309 (one course)	Professional Activities	2

## SPORTS MANAGEMENT Minor

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

<input type="checkbox"/>	KIN 360	Organization and Administration of Sports	3
<input type="checkbox"/>	SRM 250	Sports Ethics	3
<input type="checkbox"/>	SRM 270	Facilities and Events Management	3
<input type="checkbox"/>	SRM 360	Sports Finance	3
<input type="checkbox"/>	SRM 450	Sports Law	3
<input type="checkbox"/>	SRM 460	Sports Marketing	3

## 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 Division of Natural Sciences and Health.*

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

Required:

<input type="checkbox"/>	BIO 212	General Biology II	4
<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"/>	CHEM 111	Introduction to Chemistry	4
<input type="checkbox"/>	Mathematics course, 100-level or higher *		3-4
<input type="checkbox"/>	HE 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/SW 330	Life Span Human Development	3
<input type="checkbox"/>	SS 351	Cultural Anthropology	
	<b>OR</b> SOC/HIS 340	Race and Ethnic Relations	3
<input type="checkbox"/>	EN 111	Composition and Research I	3
<input type="checkbox"/>	EN 112	Composition and Research II	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"/>	HE 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
<input type="checkbox"/>	First-year learning community		3
<input type="checkbox"/>	Religion course (BI, REL)		2-3
<input type="checkbox"/>	Fine arts course (cultural/historical)		2-3
<input type="checkbox"/>	Other elective credits chosen in consultation with advisor		

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

## A.S. in LIFE SCIENCES

*This program is intended to prepare students for further study in the life sciences, for entry-level work in life science laboratory settings, or, with additional coursework, for transfer to the Oregon Institute of Technology B.S. in Medical Laboratory Science professional program. Consult with the appropriate advisor in the Division of Natural Sciences and Health.*

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

Required:

<input type="checkbox"/> BIO 211, 212	General Biology I, II	4, 4
<b>OR</b> BIO 221, 222	Human Anatomy and Physiology I, II	
<input type="checkbox"/> BIO 370	Microbiology	4
<input type="checkbox"/> MA 111	College Algebra	3-4
<b>OR</b> MA 115	Precalculus (required for EACLSP)	
<input type="checkbox"/> MA 342	Statistical Methods	4
<input type="checkbox"/> CHEM 211, 212	General Chemistry I, II	4, 4
<input type="checkbox"/> CHEM 212	General Chemistry II	4
<input type="checkbox"/> HE 200	Medical Terminology	3
<input type="checkbox"/> COMM 220	Public Speaking	3
<input type="checkbox"/> EN 111, 212	Composition and Research I, II	4, 4
<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"/> HIS/SOC 340	Race and Ethnic Relations	3
<input type="checkbox"/> PSY 140 or 141	General Psychology	3
<b>OR</b> HD/SW 330	Life Span Human Development	3
<input type="checkbox"/> FYLC topic course		3
<input type="checkbox"/> HE 150	Personal Health and Fitness	2
<input type="checkbox"/> Fine Art elective		2-3
<input type="checkbox"/> Electives chosen with advisor		2-4

*Additional credits required for transfer to OIT through the Early Admission for Medical Laboratory Science Program (EACLSP):*

<input type="checkbox"/> CHEM 301, 302	Organic Chemistry I, II	4, 4
<input type="checkbox"/> BIO 250	Genetics	4
<b>OR</b> BIO 330	Cell Biology	
<b>OR</b> BIO/CHEM 412	Biochemistry	
<input type="checkbox"/> BIO 310	Immunology	4
<input type="checkbox"/> BIO 401	Scientific Writing	2
<b>OR</b> COMM 261	Organizational Writing and Presentation	3
<input type="checkbox"/> PHIL 300	Ethics	3
<input type="checkbox"/> COMM 200	Interpersonal Communication	2
Total credits for 3 <sup>rd</sup> year:		Minimum 23-24

*Other recommended courses for OIT EACLSP:*

<input type="checkbox"/> BUS 120	Intro to Business and Personal Finance	3
<input type="checkbox"/> BUS 310	Management Theory and Practice	3
<input type="checkbox"/> BUS 320	Human Resources Management	3
<input type="checkbox"/> HCA/COMM 270	Context and Language of Healthcare	2
<input type="checkbox"/> HCA 301	Healthcare Organization and Delivery	3
<input type="checkbox"/> HCA 402	Finances and Budgeting of Healthcare Organizations	3
<input type="checkbox"/> HCA 403	Public Policy, the Law and Ethics in Healthcare	3

Other requirements for OIT B.S. in Medical Laboratory Science Major:

- At the time of application to the Early Admission Medical Laboratory Science Program (EACLSP), a student must be enrolled at Warner Pacific University with freshman or sophomore standing.

2. An EACLSP-track student must carry a minimum of 12 credits at WPU per semester.
3. Complete all pre-professional MLS program coursework with grades of “C” or better.
4. Earn a minimum GPA of 3.00 in each term.
5. Maintain a cumulative GPA of 3.25 in each term.
6. Adhere to the WPU Student Life Policies and Regulations and WPU Academic Regulations outlined in the Catalog and Student Handbook.
7. Job-shadow a minimum of 10 hours in an approved medical laboratory setting.
8. Attend one “meet the faculty” event on the OIT campus while in the EACLSP.
9. Complete BIO 100(X) Introduction to Medical Laboratory Science with a grade of “B” or better.
10. Pass a criminal background check.

## A.S. in SPORTS PERFORMANCE

*This program is intended to prepare students for further study in kinesiology or to give direction to students whose goals do not require a four-year degree. Completion of this program will prepare students to sit for the NASM Certified Personal Trainer certification.*

62 credits: 28 credits in residence. Required:

<input type="checkbox"/> BIO 121	Introduction to Anatomy and Physiology	4
<input type="checkbox"/> HE 240	Nutrition	3
<input type="checkbox"/> HE 310	Fitness Prescription	2
<input type="checkbox"/> HE 410	Fitness and Chronic Disease	3
<input type="checkbox"/> KIN 230	Introduction to Kinesiology	3
<input type="checkbox"/> KIN 350	Care and Prevention of Athletic Injuries	3

*Select at least four courses from the following:*

<input type="checkbox"/> HE 210	Stress Management	2
<input type="checkbox"/> HE 330	Sports Nutrition	3
<input type="checkbox"/> HE 340	Current Health Issues	3
<input type="checkbox"/> HE 370	Strength and Conditioning	3
<input type="checkbox"/> KIN 310	Motor Learning	3
<input type="checkbox"/> KIN 325	Biomechanics	3
<input type="checkbox"/> KIN 360	Organization and Administration of Sports	3
<input type="checkbox"/> SRM 240	Fundamentals of Coaching	3
<input type="checkbox"/> SRM 250	Sports Ethics	3
<input type="checkbox"/> SRM 260	Sociology in Sports	3
<input type="checkbox"/> SRM 270	Facilities and Events Management	3
<input type="checkbox"/> SRM 340	Sports Psychology	3
<input type="checkbox"/> SRM 350	Communication in Sports	3
<input type="checkbox"/> SRM 450	Sports Law	3

*Core Courses and Electives*

<input type="checkbox"/> EN 111	Composition and Research	4
<input type="checkbox"/> EN 112	Composition and Research	4
<input type="checkbox"/> College-level Math Course (MA 104 or higher)		3
<input type="checkbox"/> Exploration of Spiritual Journey Course (REL 220 or REL 320)		3
<input type="checkbox"/> Holistic Worldview Requirement (HE 150 + PE is recommended)		3
<input type="checkbox"/> Ethics Course (SRM 250 is recommended)		3
<input type="checkbox"/> Appreciation of Diversity Course (SRM 260 is recommended)		3
<input type="checkbox"/> Urban Life Course (SRM 340 is recommended)		3
<input type="checkbox"/> Core Course from Interdisciplinary Thinking, Information Technology Historical and Cultural Knowledge, or Critical Thinking & Strategic Action		2-3
<input type="checkbox"/> Electives chosen with advisor		4-5

## DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES

*The mission of the Social and Behavioral Science Division 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:** Human Development, Family Studies, Political Science, Psychology, Sociology, Social Science, Urban Studies

**Majors,** Criminal Justice, Human Development, Human Development and Family Studies, Psychology, Social Science

**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

### B.S. in CRIMINAL JUSTICE

*Completion of the major prepares the student for work in a variety of vocations. These include: lawyers (pre-law); police officers, correctional officers, paralegals, probation officers, public administrators, human service professionals, and government officials. Graduates are also well prepared to pursue an advanced degree in the areas of criminology, public administration, sociology, law, social science.*

43 credits: 18 credits in residence; 22 upper division credits. Required:

<input type="checkbox"/> PSY 140 or 141	General Psychology	3
<input type="checkbox"/> SOC 140	Principles of Sociology	3
<input type="checkbox"/> PS 140	American Government	3
<input type="checkbox"/> PS 200	Foundations of the American Legal System	3
<input type="checkbox"/> SOC/REL 240	Introduction to Peace Studies	3
<input type="checkbox"/> SOC/SS 250	Criminology	3
<input type="checkbox"/> SS/REL 335	Restorative Justice	3
<input type="checkbox"/> SS/SW 420	Addictions, Mental Health, and Trauma	3
<input type="checkbox"/> SOC/HIS 340	Race and Ethnic Relations	3
<input type="checkbox"/> SOC/PS 345	Social Problems and Public Policy	3
<input type="checkbox"/> SOC/URB 390	Poverty in the Urban Context	3
<input type="checkbox"/> <b>OR</b> SOC/URB 360	Urban Sociology	3
<input type="checkbox"/> SS 393	Research Methods and Applied Statistics	4
<input type="checkbox"/> PSY 441	Stress, Crisis, Trauma and Self Care	3
<input type="checkbox"/> PSY 392	Junior Internship	3
<input type="checkbox"/> <b>OR</b> PSY 492	Senior Internship	3

**Other Recommended Courses:**

<input type="checkbox"/> DR 316	Theatre for Social Justice	3
<input type="checkbox"/> EN/URB 245/345	Urban Literature	3
<input type="checkbox"/> HD/HE 320	Human Sexuality	3
<input type="checkbox"/> HUM 211	War and Peace	
<input type="checkbox"/> <b>OR</b> HUM 213	Politics and People of the Book	3
<input type="checkbox"/> PHIL 300	Ethics	3
<input type="checkbox"/> PSY 441	Stress, Crisis, Trauma, and Self Care	3
<input type="checkbox"/> PSY 340	Emotional First Aid	1
<input type="checkbox"/> PSY 341	Trauma Intervention Program Training Academy	4
<input type="checkbox"/> SOC/TH 470	Christian Social Concern	3
<input type="checkbox"/> SS/COMM 200	Interpersonal Communication	2
<input type="checkbox"/> SS/BUS 380	Conflict: From Theory to Action	3
<input type="checkbox"/> SW 482	Child Welfare	2
<input type="checkbox"/> SW/SS 485	Human Trafficking and Human Rights	3
<input type="checkbox"/> URB/FA	The City and the Arts	3
<input type="checkbox"/> URB 140	Introduction to the City	3

**Learning Outcomes for the Criminal Justice Major:**

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

- Exhibit knowledge of the historical, philosophical, and theoretical underpinnings of Criminal Justice systems.
- Integrate understandings and practices of spirituality within the discipline of Criminal Justice.
- Describe the interaction of human systems: individual, interpersonal, group, family, organizational, community, and societal in reference to Criminal Justice.
- Explain methods, statistics, research, and the application of technology in the field of Criminal Justice.
- Discuss Criminal Justice theories and practice principles as they relate to a restorative justice approach.
- Utilize effective oral and written communication.
- Explain how mental health, addictions, and trauma contribute to criminal activity.
- Evaluate Criminal Justice issues in light of the complexities of national origin, ethnicity, gender, sexual orientation, disabilities, and cultural relations and the challenges of these social divides.
- Engage in policy practice to advance social and economic well-being.
- Assess the challenges in the Criminal Justice system in light of an urban context.

## B.S. in HUMAN DEVELOPMENT

*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 or 141

42-43 credits: 15 credits in residence, 21 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"/>	HD 314	Parenting through the Life Cycle	3
<input type="checkbox"/>	HD/HE 320	Human Sexualities	3
<input type="checkbox"/>	SOC/PS 345	Social Problems and Public Policy	3
<input type="checkbox"/>	PSY 392/492	Junior/Senior Internship	3
<input type="checkbox"/>	PSY 441	Stress, Crisis, Trauma & Self-Care	3
<input type="checkbox"/>	SOC/HIS 340	Race & Ethnic Relations	3
<input type="checkbox"/>	<b>OR</b> ED 353	Cultural Diversity	3
<input type="checkbox"/>	Elective credits chosen with advisor from list below		8-9

### Human Development Major Electives

<input type="checkbox"/>	SS/BUS 380	Conflict: From Theory to Action	3
<input type="checkbox"/>	SOC 382	Marriage and Contemporary Family Issues	3
<input type="checkbox"/>	ED 353	Cultural Diversity	3
<input type="checkbox"/>	SOC/PS 350	Social Psychology	3
<input type="checkbox"/>	PSY 315	Abnormal Psychology	3
<input type="checkbox"/>	PSY 402	Personality Theory	3
<input type="checkbox"/>	PSY 430	Counseling Theory	3
<input type="checkbox"/>	HE 240	Nutrition	3
<input type="checkbox"/>	HE 210	Stress Management	2
<input type="checkbox"/>	SRM 240	Fundamentals of Coaching	3
<input type="checkbox"/>	SRM 340	Sports Psychology	3
<input type="checkbox"/>	SRM 260	Sociology in Sport	3

### Learning Outcomes for the Human Development Major

- 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

*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 and long-term care settings, juvenile and adult corrections, family and community services, and 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.*

*Students graduating with Human Development and Family Studies from WPU is also eligible to receive an additional qualification – provisional certification as a Family Life Educator from the National Council on Family Relations. (see page 214.)*

Prerequisites: PSY 140 or 141, SOC 140.

42-43 credits: 15 credits in residence, 18 credits upper division. Required:

<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/HE 320	Human Sexualities	3
<input type="checkbox"/> SS 393	Research Methods and Applied Statistics	4
<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 381	Marriage and Contemporary Family Issues	3
<input type="checkbox"/> SOC/PS 345	Social Problems and Public Policy	
<input type="checkbox"/> <b>OR</b> SW 482	Child Welfare	2-3
<input type="checkbox"/> SOC/HIS 340	Race & Ethnic Relations	3
<input type="checkbox"/> HD 480	Family Resource Management	2
<input type="checkbox"/> PSY 392	Junior Internship	
<input type="checkbox"/> <b>OR</b> PSY 492	Senior Internship	3

### Learning Outcomes for the Human Development and Family Studies Major

- 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 equip them to be effective family life educators.
- Integrate of 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

*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.

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/HE 320	Human Sexuality	3
<input type="checkbox"/>	PSY 314	Abnormal Psychology	3
<input type="checkbox"/>	PSY/SOC 350	Social Psychology	3
<input type="checkbox"/>	PSY 401	History and Systems	3
<input type="checkbox"/>	PSY 402	Personality Theory	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
<input type="checkbox"/>	SS/SW 485	Human Trafficking and Human Rights	3

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

*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 or 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

*Select one from the following courses:*

<input type="checkbox"/> SS/PS/SOC 355	Issues in International Relations	3
<input type="checkbox"/> SOC/HIS 340	Race and Ethnic Relations	3
<input type="checkbox"/> SOC/PS 345	Social Problems and Public Policy	3
<input type="checkbox"/> SOC/TH 470	Christian Social Concern	3
<input type="checkbox"/> SOC 382	Marriage and 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)

### Learning Outcomes for the Social Sciences Major

- 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 120).*

**CRIMINAL JUSTICE Minor**

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

*Courses:*

<input type="checkbox"/> PS 200	Foundations of the American Legal System	3
<input type="checkbox"/> SOC/SS 250	Criminology	3
<input type="checkbox"/> SOC/HIS 340	Race and Ethnic Relations	3
<input type="checkbox"/> SOC/PS 345	Social Problems and Public Policy	3
<input type="checkbox"/> SOC/URB 390	Poverty in the Urban Context	
<input type="checkbox"/> <b>OR</b> SOC/URB 360	Urban Sociology	3

*Choose one:*

<input type="checkbox"/> PSY 441	Stress, Crisis, Trauma, and Self-Care	3
<input type="checkbox"/> SW/SS 485	Human Trafficking and Human Rights	3
<input type="checkbox"/> SS/REL 335	Restorative Justice	3

**HUMAN DEVELOPMENT Minor**

Prerequisite: PSY 140 or 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 Sexualities	3
<input type="checkbox"/> Approved elective		3

**PEACE STUDIES Minor**

19-21 credits: 12 credits in residence, 12 credits upper division. 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	
<input type="checkbox"/> <b>OR</b> PS/SOC 345	Social Problems and Public Policy	
<input type="checkbox"/> <b>OR</b> REL/SOC 310	Religions of the World	
<input type="checkbox"/> <b>OR</b> TH/SOC 470	Christian Social Concern	
<input type="checkbox"/> <b>OR</b> SW 481	Family Violence across the Lifespan	
<input type="checkbox"/> <b>OR</b> SS/REL 335	Restorative Justice	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/BUS 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 200	Foundations of the American Legal System	3
<input type="checkbox"/> PS 315	Governing States and Communities	3

*6 Credits from the following:*

<input type="checkbox"/> PS 355	International Relations	3
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<input type="checkbox"/> BUS/COMM 261	Organizational Writing & Presentations	3
<input type="checkbox"/> BUS/PS 303	Business & Employment Law	3
<input type="checkbox"/> BUS 310	Management Theory & Practice	3
<input type="checkbox"/> BUS/PSY 321	Organizational Behavior & Design	3
<input type="checkbox"/> EC 203	Economics	3
<input type="checkbox"/> SOC/PS 345	Social Problems and Public Policy	3

### PSYCHOLOGY Minor

Prerequisite: PSY 140 or 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/HIS 340	Race and Ethnic Relations	3
<input type="checkbox"/> SOC/PS 345	Social Problems and Public Policy	3
<input type="checkbox"/> Approved elective		3

### TRAUMA INTERVENTION Minor

Prerequisite: PSY 140 or 141

21 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 441	Stress, Crisis, Trauma, and Self Care	3
<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	Race and Ethnic Relations	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

## 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 111	Composition and Research I	3
<input type="checkbox"/>	EN 112	Composition and Research II	3
<input type="checkbox"/>	Literature elective		3
<input type="checkbox"/>	BI 151	The Bible as Literature	3
<input type="checkbox"/>	HE 150	Personal Health	2
<input type="checkbox"/>	EC 203	Economics	3
<input type="checkbox"/>	PSY 140 or 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

## DIVISION OF PROFESSIONAL PROGRAMS

*The Division of Professional Programs offers a wide array of professionally-focused degrees. Courses, which are taught by highly-experienced practitioners and thought leaders in the field, help students acquire the latest knowledge, skills, and leadership characteristics that will help them excel in the workplace.*

### BUSINESS PROGRAMS

*The Business Programs' mission is rooted within the mission of the university. The purpose is to educate and prepare students to be transformative leaders in the community, city, nation, and world. 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, Human Resources, and Social Entrepreneurship

**Majors/Emphases:** Accounting; Business Administration; Business Administration with Emphasis in Management/Leadership; Entrepreneurship; Finance, Finance and Accounting, Human Resource Management; Accelerated 4+1 MBA

**Minors:** Accounting, Business Administration, Digital Marketing, Finance, Human Resource Management, Social Entrepreneurship

**Associate of Science:** Business Administration

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

## B.S. in ACCOUNTING

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

Prerequisite: MA 111, BUS 223

63 credits: 40 credits in residence, 40 credits total upper division. Required:

<input type="checkbox"/>	BUS 120	Introduction to Business and Personal Finance	3
<input type="checkbox"/>	BUS 195	Internship Preparation	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 242	Marketing	3
<input type="checkbox"/>	BUS/COMM 261	Organizational Writing and Presentations	3
<input type="checkbox"/>	BUS 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 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 332	Auditing	3
<input type="checkbox"/>	BUS 335	Accounting Information Systems	3
<input type="checkbox"/>	BUS 363	Introduction to Business Finance	3
<input type="checkbox"/>	BUS 394	Research Methods and Statistics	3
<input type="checkbox"/>	BUS 411	Advanced Accounting	3
<input type="checkbox"/>	BUS 412	Individual Taxation	3
<input type="checkbox"/>	BUS 445	Global Business	3
<input type="checkbox"/>	BUS 495	Internship	1-6

*Select one or more electives:*

<input type="checkbox"/>	BUS 331	Non-profit accounting	3
<input type="checkbox"/>	BUS 413	Business Taxation	3
<input type="checkbox"/>	BUS 415	VITA/Tax Volunteer	1-3
<input type="checkbox"/>	BUS 490	Accounting Topics	1-3

Upon successful completion of the Accounting major, 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.

## B.S. in BUSINESS ADMINISTRATION

*The Business Administration major balances theoretical instruction with practical, hands-on experience. Warner Pacific Business graduates have gone on to careers in business administration, business communications, customer relations, marketing, operations and supply chain logistics among others as well as various graduate programs.*

Prerequisites: MA 111, BUS 223

42 credits: 16 credits in residence, 22 credits total upper division. Required:

<input type="checkbox"/> BUS 120	Introduction to Business and Personal Finance	3
<input type="checkbox"/> BUS 195	Internship Preparation	2
<input type="checkbox"/> EC 203	Economics	3
<input type="checkbox"/> BUS 211	Financial 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 319	Intro to Human Resource Management	3
<input type="checkbox"/> BUS/PSY 321	Organizational Behavior	3
<input type="checkbox"/> BUS 363	Introduction to Business Finance	3
<input type="checkbox"/> BUS 394	Research Methods and Applied Statistics	3
<input type="checkbox"/> BUS 445	Global Business	3
<input type="checkbox"/> BUS 495	Internship	1-6

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.
- 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.

## B.S. in BUSINESS ADMINISTRATION with Leadership/Management Emphasis

*The Business Administration major balances theoretical instruction with practical, hands-on experiences. Warner Pacific Business graduates with the leadership and management emphasis have gone on to careers in budget management, marketing management, project management, and team leaderships among others as well as various graduate programs.*

Prerequisites: MA 111, BUS 223

51 credits: 25 credits in residence, 31 credits total upper division. Required:

<input type="checkbox"/> BUS 120	Introduction to Business and Personal Finance	3
<input type="checkbox"/> BUS 195	Internship Preparation	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 242	Principles of Marketing	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"/> SE 311	Entrepreneurial Leadership in an Urban Context	3
<input type="checkbox"/> BUS 342	Marketing Management	3
<input type="checkbox"/> BUS 353	Operations Management	3
<input type="checkbox"/> BUS 363	Introduction to Business Finance	3
<input type="checkbox"/> BUS 364	Corporate Finance	3
<input type="checkbox"/> BUS 394	Research Methods and Applied Statistics	3
<input type="checkbox"/> BUS 445	Global Business	3
<input type="checkbox"/> BUS 450	Strategic Management	3
<input type="checkbox"/> BUS 495	Internship	1-6

Upon successful completion of the Business Administration major with an emphasis in Management/Leadership, 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.
- 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. • 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.

## B.S. in ENTREPRENEURSHIP

*The 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: BUS 223

48 credits: 26 credits in residence. 27 credits total upper division. Required:

<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"/>	SE 364	Entrepreneurial Finance	3
<input type="checkbox"/>	EC/URB 420	Micro Enterprise Development	3
<input type="checkbox"/>	SE 495	Capstone Fall, Senior Year	1
<input type="checkbox"/>	SE 495B	Capstone Spring, Senior Year	2
<i>Select one of the following:</i>			
<input type="checkbox"/>	SOC/URB 255	Sociology of Compassion and Altruism	3
<input type="checkbox"/>	TH 310	Christian Ethics	3
<input type="checkbox"/>	TH 470	Christian Social Concern	3

Upon successful completion of the 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 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.

## B.S. in FINANCE

*The Finance major combines hands on experience with theoretical instruction and equips students for careers in finance. It can also serve as the first step in various professional certifications, including the CFA, CFP, CPA, and CMA. The program concentrates on financial concepts such as investments, capital budgeting, data modeling and analysis, both small and large business financial needs, international finance, and accounting concepts. Emphasis will also be placed on understanding ethics in a worldview context and the employment of ethical decision-making in organizations. The student will develop skills and understand the process of assessing, evaluating, and making decisions about the operational and financial management of business and organizations.*

Prerequisites: BUS 223, MA 111

63 credits: 26 credits in residence. 40 credits total upper division. Required:

<input type="checkbox"/>	BUS 120	Intro to Business and Personal Finance	3
<input type="checkbox"/>	BUS 195	Internship Preparation	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 242	Marketing	3
<input type="checkbox"/>	BUS 261	Organization Writing and Presentations	3
<input type="checkbox"/>	BUS 290	Ethics, Social Issues, & Responsibility	3
<input type="checkbox"/>	BUS 303	Business & Employment Law	3
<input type="checkbox"/>	BUS 310	Management Theory & Practice	3
<input type="checkbox"/>	BUS 311	Intermediate Accounting I	3
<input type="checkbox"/>	BUS 312	Intermediate Accounting II	3
<input type="checkbox"/>	BUS 363	Intro to Business Finance	3
<input type="checkbox"/>	BUS 364	Corporate Finance	3
<input type="checkbox"/>	BUS 370	Decision Modeling	3
<input type="checkbox"/>	BUS 371	Investments	3
<input type="checkbox"/>	BUS 372	Financial Analysis and Valuation	3
<input type="checkbox"/>	BUS 394	Research Methods & Applied Statistics	3
<input type="checkbox"/>	BUS 445	Global Business	3
<input type="checkbox"/>	BUS 465	International Finance	3
<input type="checkbox"/>	BUS 483	Commercial Banking	3
<input type="checkbox"/>	BUS 495	Internship	1-6

Upon successful complete of the Finance major, graduates will be able to demonstrate:

- Be technically competent in financial analysis, financial strategy, decision-making, risk analysis, measurement, reporting, research, and data analysis
- Demonstrate an understanding of factors that impact financial decision making including demographics, psychological factors, financial actions, financial attitudes, planning actions, mortgage decisions, budgeting habits, goal planning, retirement planning, credit management, income and savings planning, insurance planning, investment planning, and financial self-control.
- Proficiency of the basic personal competencies of professional demeanor, problem-solving leadership, interaction, communication, project management, and technology to engage ethically and with integrity within a constantly changing world.
- Proficiency in the broad business perspective competencies of strategic and critical thinking, industry and sector perspectives, the globalization of finance, resource management, legal and regulatory environment, marketing and client forces, and leveraging technology to enhance business.

## B.S. in FINANCE and ACCOUNTING (Double Major)

*The Accounting and Finance majors combines hands on experience with theoretical instruction and equips students for careers in finance. It can also serve as the first step in various professional certifications, including the CFA, CFP, CPA, and CMA. By attaining this Double Major, students can earn 150 semester credits, a requirement of the CPA exam. The program concentrates on generally accepted accounting practices and principles, federal tax laws as they relate to individuals and organizations, the importance of accounting controls, and the function of auditing. Additionally, the program concentrates on financial concepts such as investments, capital budgeting, data modeling and analysis, both small and large business financial needs, international finance, and accounting concepts. Emphasis will also be placed on understanding ethics in a worldview context and the employment of ethical decision-making in organizations. The student will develop skills and understand the process of assessing, evaluating, and making decisions about the operational and financial management of business and organizations.*

Prerequisite: BUS 223, MA 111

87 credits: 45 credits in residence, 61 credits total upper division. Required:

<input type="checkbox"/>	BUS 120	Intro to Business and Personal Finance	3
<input type="checkbox"/>	BUS 195	Internship Preparation	2
<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 261	Organization Writing and Presentations	3
<input type="checkbox"/>	BUS 290	Ethics, Social Issues, & Responsibility	3
<input type="checkbox"/>	BUS 303	Business & Employment Law	3
<input type="checkbox"/>	BUS 310	Management Theory & Practice	3
<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 332	Auditing	3
<input type="checkbox"/>	BUS 334	Accounting Info Systems	3
<input type="checkbox"/>	BUS 363	Intro to Business Finance	3
<input type="checkbox"/>	BUS 364	Corporate Finance	3
<input type="checkbox"/>	BUS 370	Decision Modeling	3
<input type="checkbox"/>	BUS 371	Investments	3
<input type="checkbox"/>	BUS 372	Financial Analysis and Valuation	3
<input type="checkbox"/>	BUS 394	Research Methods & Applied Statistics	3
<input type="checkbox"/>	BUS 411	Advanced Accounting	3
<input type="checkbox"/>	BUS 412	Individual Taxation	3
<input type="checkbox"/>	BUS 445	Global Business	3
<input type="checkbox"/>	BUS 465	International Finance	3
<input type="checkbox"/>	BUS 483	Commercial Banking	3
<input type="checkbox"/>	BUS 495	Internship	1-6
<input type="checkbox"/>	EC 203	Economics	3
<input type="checkbox"/>	SE 364	Entrepreneurial Finance	3

*Select one or more electives:*

<input type="checkbox"/> SE 311	Entrepreneurial Leadership within an Urban Context	3
<input type="checkbox"/> BUS 331	Non-profit accounting	3
<input type="checkbox"/> BUS 413	Business Taxation	3
<input type="checkbox"/> BUS 415	VITA/Tax Volunteer	1-3
<input type="checkbox"/> BUS 450	Strategic Management	3
<input type="checkbox"/> BUS 490	Accounting Topics	1-3

Upon successful complete of the Accounting and Finance majors, graduates will be able to demonstrate:

- Be technically competent in financial analysis, financial strategy, decision-making, risk analysis, measurement, reporting, research, and data analysis
- Demonstrate an understanding of factors that impact financial decision making including demographics, psychological factors, financial actions, financial attitudes, planning actions, mortgage decisions, budgeting habits, goal planning, retirement planning, credit management, income and savings planning, insurance planning, investment planning, and financial self-control.
- Proficiency of the basic personal competencies of professional demeanor, problem-solving leadership, interaction, communication, project management, and technology to engage ethically and with integrity within a constantly changing world.
- Proficiency in the broad business perspective competencies of strategic and critical thinking, industry and sector perspectives, the globalization of finance, resource management, legal and regulatory environment, marketing and client forces, and leveraging technology to enhance business.

## B.S. in HUMAN RESOURCE MANAGEMENT

*Aligned with the core competencies of the human resources field), WPU's Human Resource Management major combines theoretical and practical knowledge to help develop a future HR professional who can work with various types of organizations to effectively recruit, hire, engage, manage, and develop diverse, talented, and happy employees who deliver productive outcomes. Students will be prepared for a variety of rewarding careers. Emphasis will also be placed on understanding multicultural perspectives and ethics in a worldview context. As a part of this degree, students complete an internship practicum in HR management and will prepare for the appropriate HR certification (offered through SHRM or HCRI) as part of their final capstone.*

Prerequisite: BUS 223

49 credits: 33 credits in residence, 36 credits total upper division. Required:

<input type="checkbox"/>	BUS 120	Intro to Business and Personal Finance	3
<input type="checkbox"/>	BUS 242	Marketing	3
<input type="checkbox"/>	BUS 261	Organization Writing and Presentations	3
<input type="checkbox"/>	BUS 290	Ethics, Social Issues, & Responsibility	3
<input type="checkbox"/>	BUS 303	Business & Employment Law	3
<input type="checkbox"/>	BUS 318	Performance Management, Strategy & Change	3
<input type="checkbox"/>	BUS 319	Introduction to Human Resource Management	3
<input type="checkbox"/>	BUS 321	Organizational Behavior & Design	3
<input type="checkbox"/>	BUS 329	Cross-Cultural Communication, Staffing & Recruitment	3
<input type="checkbox"/>	BUS 330	Components of Workplace Compensation	3
<input type="checkbox"/>	BUS 375	Human Resource Information Technology	3
<input type="checkbox"/>	BUS 378	HR Analytics	3
<input type="checkbox"/>	BUS 460	Fundamentals of Employee Benefits	3
<input type="checkbox"/>	BUS 496	HR Internship	3
<input type="checkbox"/>	BUS 497	HR Capstone	3

*Select one or more electives:*

<input type="checkbox"/>	BUS 324	Employee Labor Relations	3
<input type="checkbox"/>	BUS 327	Employee Training & Development	3
<input type="checkbox"/>	BUS 480	Employer Relations	3
<input type="checkbox"/>	BUS 462	HR Finance & Budgeting	3

## Program Outcomes

Upon successful complete of the HR major, graduates will be able to demonstrate:

- Fundamental knowledge of the core functions in human resource field which includes, staffing, employee, benefits, training & development, and technology. Students will be prepared to enter a successful career in human resource field.
- Integrate an understanding of factors that impact human resource decision-making including understand the theoretical framework of leadership, HR management principles and how to apply the concepts in the workplace.
- Proficiency of the basic concepts of professional demeanor, problem-solving leadership, human behavior, communication, administration, and technology to engage ethically and with integrity within a constantly changing world.
- Proficiency in the broad business perspective competencies of strategic and critical thinking, industry and sector perspectives, management, legal and regulatory environment, marketing and leveraging technology business.
- Fundamental knowledge and integration of cultural competence of diverse world issues, developing the students' ability to network and collaborate more effectively and increasing the holistic growth of the students' multicultural and communication skills; this may include professional growth to support current and future workforce challenges.

## 4+1 MASTER OF BUSINESS ADMINISTRATION (Accelerated)

*Students who earn a Business Administration, Finance or Accounting degree at the undergraduate level at Warner Pacific University, and apply and are accepted into the MBA program within 1 year of graduating have an opportunity for advanced placement in this program. Students will be required to maintain an overall 3.00 GPA and submit a proficiency essay as part of their graduate school application, demonstrating their knowledge in five core areas eligible for advanced placement: Leadership/Diversity; Economics; Managerial Accounting; Marketing; and Global Leadership. Advanced placement can be earned based on the proficiency essay assessment. Please consult with an advisor or review the PGS Bulletin for more information regarding this program.*

### ACCOUNTING Minor

Prerequisites: EC 203, BUS/PS 303, MA 111 required.

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

<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	Individual Taxation	3
<input type="checkbox"/> BUS 413	Business Taxation	3
<input type="checkbox"/> BUS 415	VITA/Tax Volunteer	1-3
<input type="checkbox"/> BUS 490	Special Topics	3

### BUSINESS ADMINISTRATION Minor

Prerequisites: EC 203, BUS/PS 303, MA 111 required.

24 credits: 15 credits in residence, 14 credits upper division. Required:

<input type="checkbox"/> BUS 120	Introduction to Business and Personal Finance	3
<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 394	Research Methods and Applied Statistics	3

## DIGITAL MARKETING Minor

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

<input type="checkbox"/>	BUS 242	Introduction to Marketing	3
<input type="checkbox"/>	BUS 342	Marketing Management	3
<input type="checkbox"/>	COMM 250	Introduction to Digital Media	3
<input type="checkbox"/>	COMM 265	Fundamentals of Web Design	3
<input type="checkbox"/>	COMM 381	Social Media & Analytics	3

*Students can choose three semester credits from the following:*

<input type="checkbox"/>	BUS 370	Decision Modeling	3
<input type="checkbox"/>	BUS 420	Advertising & Public Relations	3
<input type="checkbox"/>	BUS 430	Global Marketing	3
<input type="checkbox"/>	COMM 310	Writing Across Media	3
<input type="checkbox"/>	SE 352	Project Management	3

## FINANCE Minor

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

Prerequisites: MA 111, BUS 212, 223, 312, 394, EC 203

<input type="checkbox"/>	BUS 363	Introduction to Business Finance	3
<input type="checkbox"/>	BUS 364	Corporate Finance	3
<input type="checkbox"/>	BUS 370	Decision Modeling	3
<input type="checkbox"/>	BUS 371	Investments	3
<input type="checkbox"/>	BUS 372	Financial Analysis and Valuation	3
<input type="checkbox"/>	BUS 465	International Finance	3

## HUMAN RESOURCE MANAGEMENT Minor

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

<input type="checkbox"/>	BUS 318	Performance Management, Strategy, & Change	3
<input type="checkbox"/>	BUS 319	Introduction to Human Resource Management	3
<input type="checkbox"/>	BUS 329	Cross-Cultural Communication, Staffing, & Recruitment	3
<input type="checkbox"/>	BUS 330	Components of Workplace Compensation	3
<input type="checkbox"/>	BUS 379	HR Analytics	3
<input type="checkbox"/>	BUS 460	Fundamentals of Employee Benefits	3

## SOCIAL ENTREPRENEURSHIP Minor

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

<input type="checkbox"/>	SE 101	Introduction to Social Entrepreneurship	3
<input type="checkbox"/>	BUS/SS 290	Ethics, Social Issues and Responsibility	3
<input type="checkbox"/>	SE 301	Entrepreneurial Enterprise	3
<input type="checkbox"/>	SE 311	Entrepreneurial Leadership with an Urban Context	3
<input type="checkbox"/>	SE 352	Project Management	3
<input type="checkbox"/>	SE 364	Entrepreneurial Finance	3

Students desiring to develop and present a Capstone Social Entrepreneurship business plan proposal may enroll in SE 495 and SE 495B in their senior year after the successful completion of SE 101 and SE 301.

## A.S. in BUSINESS ADMINISTRATION

62 total credits: 45 credits in residence, 15 business credits in residence. Required:

<input type="checkbox"/>	EN 111	Composition and Research I	3
<input type="checkbox"/>	EN 112	Composition and Research II	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 or 141	General Psychology	3
<input type="checkbox"/>	BI 151	The Bible as Literature	3
<input type="checkbox"/>	HE 150	Personal Health and Fitness	2
<input type="checkbox"/>	BUS 120	Introduction to Business & Personal Finance	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/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 electives		6
<input type="checkbox"/>	General electives		2-5

## EDUCATION PROGRAM

*The Education Program at Warner Pacific University is Christ-centered and dedicated to serving and learning in the urban context by preparing highly effective, culturally competent, professional educators from diverse backgrounds who think critically, act with integrity, work collaboratively, and serve with passion and purpose.*

**Major:** Early Childhood/Elementary Education

**Minor:** Early Childhood Education

**Preliminary Teaching Licensure:** Early Childhood Education, Elementary, Middle Level, High School endorsement levels

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

## TEACHER EDUCATION PROGRAM

Teacher Education at Warner Pacific University 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 the LMS.

*Undergraduate students pursuing a Preliminary Teaching License for Multiple Subjects (ECE/EL) endorsement must declare an Early Childhood/Elementary Education major.*

*Students pursuing a preliminary 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 and then will complete the teacher education program at the graduate level in the Master of Arts in Teaching program.*

## ADMISSION TO THE TEACHER EDUCATION PROGRAM

Pre-admission to the Teacher Education program requires a formal application and approval procedure including the following:

### Undergraduate (ECE/EL) Program

- Successful completion of ED 250
- A personal interview conducted by a Teacher Education Interview Committee
- A personal narrative describing the strengths the applicant would bring to the profession.

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. Pre-admission to the Teacher Education program
2. A cumulative GPA of 3.0 before program admission.
3. Successful completion of ED 250, ED 281, and ED 334 with a grade of "C-" or better.
4. Recommendations from three Warner faculty members and one from an off-campus source.

## 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 the Protecting Student and Civil Rights in the Educational Environment exam
6. A passing score on the ORELA exam in the licensure content area
7. Fingerprint clearance through TSPC
8. Completion of all prerequisite courses with a grade of C or better:
  - a. ED 260 Human Development and Learning Theory Implications for P-12 (4)
  - b. ED 553U Curriculum Planning and Instruction (with 50 hours practicum) (3)
  - c. ED 515U Classroom Management (with 30 hours practicum) (2)
9. A personal interview conducted by a Teacher Education Interview Committee

## TEACHER LICENSURE

Teacher Education students at Warner Pacific University can pursue an Oregon Preliminary Teaching License 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:

- Multiple Subjects (ECE/EL)
- Advanced Mathematics (ML/HS)
- Biology (ML/HS)
- English Language Arts (ML/HS)
- Health (ML/HS)
- Physical Education (ML/HS)
- Social Studies (ML/HS)

### Endorsements, Add-On Only:

- Reading Interventionist
- SPED: Special Education
- ESOL: English for Speakers of Other Languages

Checklists for individual areas of licensure are available from the approved subject matter advisor.

Students are responsible for fees associated with licensure including ORELA, edTPA, licensure fees, fingerprinting, and licensure assessments as determined by TSPC. Additional information regarding the most up-to-date estimate of fees related to assessment and licensure can be found at <http://www.oregon.gov/tspc/Pages/Testing.aspx> and <http://www.oregon.gov/tspc/Pages/Fees.aspx>.

## 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 University 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 a battery of subject matter exams, and the Civil Rights and Equity in the Educational Environment Examination. In the undergraduate program, 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 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 Preliminary Teaching Licenses. Warner Pacific University is not classified as a low-performing institution.

### edTPA

For Oregon licensure, Teacher Standards and Practices Commission (TSPC) requires that candidates’ evidence is nationally evaluated and scored within five dimensions of teaching: planning instruction, and assessment; instructing and engaging student in learning; assessing student learning; analysis of teaching effectiveness; and academic language development. To meet TSPC licensure requirements, successful completion of edTPA and student teaching is required of all teacher candidates in the State of Oregon. Additional information regarding TSPC licensure requirements can be located at [www.oregon.gov/tspc/pages/index.asp](http://www.oregon.gov/tspc/pages/index.asp)

### Program Information

During the 2016-2017 academic year, 74 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.

## EARLY CHILDHOOD EDUCATION: TEACHING AND WORKING WITH FAMILIES OF YOUNG CHILDREN

Warner Pacific University offers two paths to becoming a teacher of young children.

### Non-Licensed Option: Family Work/Pre-Kindergarten Teaching

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.

### Licensed Option Early Childhood Licensure

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.

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

66 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 240	Integrating Educational Technology in the Classroom	3
<input type="checkbox"/>	ED 260	Human Development and Learning Theory Implications for P-12	4
<input type="checkbox"/>	ED 281	Curriculum Planning and the Role of the Teacher	3
<input type="checkbox"/>	ED 334	Teacher as Manager (with 30 hour practicum)	2
<input type="checkbox"/>	ED/EN 341	Literature for Children	3
<input type="checkbox"/>	ED 370	Art and Music Methods in the Classroom	2
<input type="checkbox"/>	ED 371	Physical Education Methods in the Classroom	2
<input type="checkbox"/>	ED 372	Literacy Methods in the Classroom (with 50 hour practicum)	4
<input type="checkbox"/>	ED 373	Math Methods in the Classroom	2
<input type="checkbox"/>	ED 374	Science Methods in the Classroom	2
<input type="checkbox"/>	ED 375	Social Studies Methods in the Classroom	2
<input type="checkbox"/>	ED 376	ESOL Methods in the Classroom	2
<input type="checkbox"/>	EDPSY 360	Exceptional Learners	3
<input type="checkbox"/>	EDPSY 395	Observation, Assessment and Evaluation	3
<input type="checkbox"/>	MA 211	Fundamentals of Elementary Math I	3
<input type="checkbox"/>	MA 212	Fundamentals of Elementary Math II	3
<input type="checkbox"/>	ED 353	Cultural Diversity	3
<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		

Graduation Requirement: Successfully complete a minimum of 15 weeks of student teaching and submit an edTPA to Pearson for evaluation.

## 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.

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 Preliminary Teaching License, as provided in Oregon Administrative Rule 584-420-0030, 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.

## NURSING PROGRAM

*Warner Pacific University's Nursing Programs exist to educate and prepare students with diverse backgrounds to flourish as professional nurses advocating for recipients of care. As offerings of a Christ-centered, urban, liberal arts university, the Nursing Programs engage diverse students in an innovative, formational learning community. Faculty and students co-develop and nurture self-aware and culturally intelligent nurses. Students demonstrate professional skill, ethical practice, compassionate care, a collaborative spirit, and a commitment to lifelong learning and nursing excellence.*

**Prelicensure BSN Degree Program:** For the traditional or transfer student who seeks a BSN Degree Program that prepares graduates to take the NCLEX-RN, obtain a State-issued license to practice, and pursue employment as an RN.

**Major:** Nursing

**Initial Licensure:** Generalist BSN-prepared graduates are eligible to take the NCLEX-RN. Upon passing, the selected State Board of Nursing reviews applications and issues licenses.

**Major Statute of Limitations:** Prerequisite science courses must have been completed within seven years. Courses in the upper division Nursing Cohort must be completed within five years of matriculation.

### Location

Warner Pacific University (WPU) Center 205 East Campus, one mile east of Mt. Tabor Campus near Division & I-205; 2600 SE 98th Ave., Suite 200, Portland, OR 97266. Clinical experiences are at a variety of facilities across the Portland metro area and some rural sites within driving distance.

## ADMISSION TO THE NURSING PROGRAM

The prelicensure BSN Degree Program has established criteria for admission that it believes will best position students to be successful and in accordance with common academic nursing requirements.

### Application to the BSN Program

This secondary application and approval process includes:

1. Self-verification of prerequisite courses using the Pre-BSN Transcript Self-Evaluation Form. Submit this form to [admissions@warnerpacific.edu](mailto:admissions@warnerpacific.edu) by October 1 for Spring Cohort BSN Degree Program application or March 1 for Fall Cohort BSN Degree Program application (science courses, a-c, within the past seven years):
  - a. Human Anatomy & Physiology series (not introductory), equivalent to two semesters
  - b. 1 course in Microbiology with lab
  - c. 1 course in Chemistry with lab (>100 level)
  - d. 1 college level Math course (>100 level)
  - e. 1 course in General Psychology
  - f. 1 course in General Sociology
  - g. 1 course in Life-Span Human Development
  - h. Junior standing with completion of WPU general education core requirements (refer to transcript evaluation from WPU Records)
2. Verification through transcript analysis by WPU's Records Office of a cumulative grade point average (GPA) of 2.5 or higher from all previous college coursework.
3. Verification through transcript analysis by WPU's Records Office of a cumulative GPA of 2.5 or higher on all prerequisite science courses taken within the past seven years. Note: For science courses taken more than once in the past seven years, the

- Records Office will use the higher GPA of the first two attempts for this calculation.
- Submission of your response to the following essay question: Diversity is a core theme of Warner Pacific University, and increasing diversity in nursing is a goal of the Department of Nursing. In 500 words or less (typed, double-spaced with one-inch margins), please discuss why you think it is important to have diverse persons in healthcare delivery and how in the future you will contribute to diversity in nursing.
  - Submission of your information regarding current or previous healthcare experience. You may upload a resume or short response that identifies any current or previous healthcare experience and any education, training, license, or certification you have had in a healthcare-related field (e.g., LPN, CNA, EMT, Military Medic, etc.).

### **Admission to the BSN Degree Program**

- Prospective students: Apply to Warner Pacific University, completing all elements (WPU essay, official transcripts, FAFSA if you are planning to file one, etc.).
- When you have met prerequisite and general education core requirements (or are completing these in the current academic term), submit your completed BSN Degree Program application as follows:
  - Prospective WPU students: Complete the electronic BSN application when applying to WPU.
  - Current WPU students: Submit the completed BSN application packet at the Admissions Office. Students are encouraged to apply by March 15 for Fall admission and by October 15 for Spring admission.
- The Department of Nursing reserves the right to request an interview (virtual or face-to-face) to determine fit with the BSN Degree Program.
- The Department of Nursing will make decisions and will notify accepted students by phone and email. Those accepted into the BSN Degree Program will submit a \$200 tuition deposit to secure their spot.

## **COSTS**

### **Tuition and Fees**

See see the Tuition and Fees section of this catalog.

### **Other First Semester Costs**

Individual consumable supplies:

- Scrubs (two sets): Purchase from WPU-Medline Website
- Stethoscope
- Bandage scissors
- Watch with second hand

### **Costs Associated with Clinical Activities**

Clinical Passport Requirements: Variable (e.g., any needed immunizations)

Travel and parking fees associated with clinical rotation sites

### **Costs associated with Graduation**

Graduation Application (included in final semester WPU fee)

Nursing Pin

### **Note to Students about Financial Aid**

For students not planning to use Federal Financial Aid: WPU's Student Financial Services Department requires students to file a FAFSA waiver and meet with a representative to discuss payment options.

## MAINTAINING GOOD STANDING IN THE NURSING PROGRAM

In order to maintain good standing and eligibility to earn a BSN Degree, students who have been admitted to the Nursing Major must:

1. Maintain a cumulative grade point average of 2.0 or higher and a minimum GPA of 2.5 in Nursing courses. Each course in the major must be passed with a minimum grade of "C-".
2. Declare and document any subsequent reportable behavior (as gathered in a background check) after program admission.

### REQUIRED PREREQUISITE COURSES (28 Credits):

<input type="checkbox"/>	BIO 221	Human A & P I	4
<input type="checkbox"/>	BIO 222	Human A & P II	4
<input type="checkbox"/>	BIO 370	Microbiology	4
<input type="checkbox"/>	CHEM 111	Introduction to Chemistry	4
<input type="checkbox"/>	MA 104	Math for Liberal Arts	3
<input type="checkbox"/>	PSY 140/PSY 141	General Psychology	3
<input type="checkbox"/>	SOC 140	Sociology	3
<input type="checkbox"/>	HD/SW 330	Life Span Human Development	3

### SUGGESTED COURSES (for areas of interest and/or if needed for general education core requirements):

<input type="checkbox"/>	BIO 212	General Biology II	4
<input type="checkbox"/>	BIO 250	Genetics	4
<input type="checkbox"/>	HE 150	Personal Health and Fitness	2
	<i>OR</i> HE 240	Nutrition	3
<input type="checkbox"/>	MA 342	Statistics	4
<input type="checkbox"/>	PHIL 300	Ethics	3
<input type="checkbox"/>	REL/SOC 310	Religions of the World	
	<i>OR</i> TH/SOC 470	Christian Social Concern	3
<input type="checkbox"/>	SS 351	Cultural Anthropology	
	<i>OR</i> SOC/HIS 340	Ethnic Relations in America	3

## B.S. in NURSING

53-56 credits: 53 credits in residence, 50 credits upper division.

<input type="checkbox"/>	NURS 210	Interprofessionalism in Nursing	3
<input type="checkbox"/>	NURS 301	Pathophysiology	3
<input type="checkbox"/>	NURS 302	Pharmacology	3
<input type="checkbox"/>	NURS 336	Health Assessment and Health Promotion (Didactic, Skills Lab Practicum)	4
<input type="checkbox"/>	NURS 340	Medical-Surgical Nursing I: Providing Care (Didactic, Skills Lab Practicum, Clinical)	5
<input type="checkbox"/>	NURS 350	Diversity, Equity, and Advocacy	3
<input type="checkbox"/>	NURS 370	Research, Statistics, and Evidence-Based Practice	3
<input type="checkbox"/>	NURS 380	Maternal and Neonatal Health Nursing (Didactic, Skills Lab Practicum, Clinical)	3
<input type="checkbox"/>	NURS 390	Elective Externship (if desired, available) (Seminar, Skills Lab Practicum, Clinical)	2-3
<input type="checkbox"/>	NURS 400	Child and Adolescent Health Nursing (Didactic, Clinical)	3

❑ NURS 410	Family and Community Health Nursing (Didactic, Clinical)	3
❑ NURS 440	Medical-Surgical Nursing II: Managing Care (Didactic, Skills Lab Practicum, Clinical)	5
❑ NURS 460	Leadership I: Epidemiology, Prevention and Informatics	3
❑ NURS 470	Mental Health Nursing (Didactic, Clinical)	3
❑ NURS 480	Leadership II: Caring, Safety and Leadership (Didactic, Leadership Practicum, Clinical)	3
❑ NURS 490	Leadership III: Leadership and Management Capstone (Seminar, Leadership Practicum, Clinical)	6

**Core Courses:** ILR 300, HUM 310, and REL 320 are included in the Nursing Cohort schedule for students who need them to meet core requirements.

**BSN Degree Program Outcomes:** Graduates of the Warner Pacific University prelicensure BSN Degree Program will:

1. Provide professional nursing care informed by a deep and broad exposure to the liberal arts, sound critical thought, and a synthesis of ethical, legal, and moral standards.
2. Exhibit a person-centered approach to managing care that is balanced with attention to the needs of all, with compassion for those who are underserved, a commitment to justice and mercy, and respect for difference that flows from a grounded self-awareness.
3. Demonstrate sound self-management that enables perseverance, adaptability, successful functioning in the midst of ambiguity and paradox, and the ability to address priorities appropriately.
4. Communicate effectively with diverse patients, families, healthcare providers, and community members.
5. Work both independently and collaboratively in interdisciplinary teams to provide effective patient-centered care.
6. Understand and apply current evidence to inform population-based care in nursing practice and healthcare leadership roles.
7. Incorporate health promotion and disease and injury prevention, based on current evidence, into nursing practice with individuals, families, groups, communities, and populations.
8. Participate in planning, implementing, and evaluating healthcare technology to facilitate safe, effective, ethical, and cost-effective patient care.
9. Utilize leadership and communication skills to contribute to the ongoing improvement of nursing and healthcare practices and policies affecting patients and communities locally, nationally, and globally.
10. Continuously cultivate leadership skills and systemic thinking to ensure effective navigation of complex systems and rapidly changing regulatory environments.
11. Plan, implement, and evaluate person-centered, goal-directed nursing care based on a holistic assessment of diverse individuals, families, groups, communities, and populations across the lifespan, including compassionate end of life care.

## SOCIAL WORK PROGRAM

*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 WPU Social Work Program goals are to 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.*

### ADMISSION TO THE SOCIAL WORK PROGRAM

The WPU Social Work Program is accredited by the Council on Social Work Education (CSWE), the national association representing social work education in the United States. 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 Work Program. It is also distributed and discussed during Social Work Information Meetings and as part of SW 200, Exploring Social Work. It articulates the time frame, 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 enrolling in the social work field education courses (SW 491, SW 492, SW 495, and SW 496).

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 2.0 or higher and a minimum of 2.5 GPA in Social Work courses. Coursework required for the Social Work Major must be completed with a grade of C- or higher. Warner Pacific does not grant Social Work course credit for life experience or previous work experience.
3. Completion of Social Work Program Application .
4. Disclosure of criminal history and/or pending charges. Formal verification may be required by the Social Work Program and/or the Field Practicum site.
5. Submission of two letters of reference: One reference should be from a non-social work WPU faculty or staff person, and one from non-relative source with 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 competent and professional writing and communication skills is required of all applicants. It must 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. A description of how the student intends to use the Social Work degree
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 Social Work degree, students who have been admitted to the Social Work program must:

1. Maintain a cumulative grade point average of 2.0 or higher and a minimum GPA of 2.5 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 program admission.

### BACHELOR OF SOCIAL WORK (BSW)

Prerequisites: BIO 121 or approved human biology lab science course and SOC 140

46 credits\*: 34 in residence, 34 upper division. Required:

<input type="checkbox"/> SW 200	Exploring Social Work	3
<input type="checkbox"/> HD/SW 330	Life Span Human Development	3
<input type="checkbox"/> SOC/HIS 340	Race and Ethnic Relations	3
<input type="checkbox"/> SOC/PS 345	Social Problems and Public Policy	3
<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: Organizations and Communities	4
<input type="checkbox"/> SS 393	Research Methods and Applied Statistics	4
<input type="checkbox"/> SW 420	Addictions, Mental Health, and Trauma	3
<input type="checkbox"/> SW 485	Human Trafficking and Human Rights	3
<input type="checkbox"/> SW 491	Field Practicum I	4
<input type="checkbox"/> SW 492	Field Practicum II	4
<input type="checkbox"/> SW 495	Field Practicum Seminar I	2
<input type="checkbox"/> SW 496	Field Practicum Seminar II	2

\* Warner Pacific does not grant Social Work course credit for life experience or previous work experience.

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

- Demonstrate ethical and professional behavior
- Engage diversity and difference in practice
- Advance human rights and social, economic, and environmental justice
- Engage in practice-informed research and research-informed practice
- Engage in policy practice
- Engage with individuals, families, groups, organizations, and communities
- Assess individuals, families, groups, organizations, and communities
- Intervene with individuals, families, groups, organizations, and communities
- Evaluate practice with individuals, families, groups, organizations, and communities

# SCHOOL OF INNOVATION AND TECHNOLOGY (sourceU)

**Courses of Study:** Cybersecurity, Information Science and Technology

**Majors:** Cybersecurity (A.S. and B.S.)

**Major/Minor Statute of Limitations:** Technical courses must have been completed within five years; other courses within 10 years.

## A.S. in CYBERSECURITY Program Description

62 credits. Required:

<input type="checkbox"/> HUM 170	Tech in the City (or other FYLC)	3
<input type="checkbox"/> EN 111, 112	Composition and Research I, II	4, 4
<input type="checkbox"/> MA 111	College Algebra (or other 100-level math)	3
<input type="checkbox"/> COMM 230	Intercultural Communication (or equivalent)	3
<input type="checkbox"/> IT 101	Fundamentals of IT	4
<input type="checkbox"/> IT 201, 202, 203, 204	IT Support I, II, III, IV	4, 4, 4, 4
<input type="checkbox"/> IT 251	Networking Fundamentals	6
<input type="checkbox"/> IT 281	Cybersecurity Fundamentals	6
<input type="checkbox"/> GE Core	Holistic World View Course	3
<input type="checkbox"/> GE Core	Historical and Cultural Knowledge/Practice Course	2
<input type="checkbox"/> HE 150	Personal Health & Fitness ( <b>OR</b> other health course)	2
<input type="checkbox"/> HUM 210	Science in Society ( <b>OR</b> other ethics course)	3
<input type="checkbox"/> Elective Credits		3

**Upon successful completion of the A.S. in Cybersecurity, students will be able to:**

1. Communicate professionally and effectively with diverse constituents.
2. Apply fundamental computer science and cybersecurity principles and concepts.
3. Configure, manage and maintain desktop and laptop computer hardware and peripherals.
4. Install, configure and maintain desktop operating systems and software applications.
5. Configure, manage and secure mobile devices.
6. Manage and administer secure server and storage infrastructures.
7. Design, implement and troubleshoot secure voice and data network architectures.
8. Deploy cloud and virtualization technologies.
9. Use a programming or scripting language to solve problems and automate common tasks.
10. Apply best practices to securely manage data.
11. Apply cryptographic concepts to protect the confidentiality and integrity of data at rest and in motion.
12. Implement identity and access management controls to secure systems and data from unauthorized access.
13. Troubleshoot and respond to common security issues by analyzing and interpreting output from security technologies.
14. Apply risk management techniques to the management of information system security.
15. Identify the opportunities and barriers in the technology field for a just society
16. Analyze the relationship of technology to emerging issues in faith, society, and ethics.
17. Demonstrate the connection between technology and holistic human development
18. Solve new problems in a rapidly changing technological environment through the synthesis of existing knowledge and a process of continuous research and learning.

Note: Students who do not wish to pursue a degree program may attend as non-degree students to obtain a Cybersecurity Technician Certificate. For more information, please see the Certificate section of this catalog.

## B.S. in CYBERSECURITY

**Required: 124 total credits**

69 credits, 25 in residence, 33 upper division

<input type="checkbox"/>	IT 101	Fundamentals of IT	4
<input type="checkbox"/>	IT 201	IT Support I	4
<input type="checkbox"/>	IT 202	IT Support II	4
<input type="checkbox"/>	IT 203	IT Support III	4
<input type="checkbox"/>	IT 204	IT Support IV	4
<input type="checkbox"/>	IT 251	Networking Fundamentals	6
<input type="checkbox"/>	IT 281	Cybersecurity Fundamentals	6
<input type="checkbox"/>	IT 290	IT Practicum	4
<input type="checkbox"/>	IT 301	Windows Server Administration I	4
<input type="checkbox"/>	IT 302	Windows Server Administration II	4
<input type="checkbox"/>	IT 311	Linux Server Administration I	4
<input type="checkbox"/>	IT 312	Linux Server Administration II	4
<input type="checkbox"/>	IT 481	Security Assessment and Auditing	8
<input type="checkbox"/>	IT 482	Incident Response and Analysis	8
<input type="checkbox"/>	IT 490	Cybersecurity Capstone/Internship	1-12

Note: Baccalaureate students must fulfill all University Requirements, including 124 total credits, 40 upper division credits, and all General Education Core Outcomes

**Upon successful completion of the B.S. in Cybersecurity, students will be able to:**

1. Communicate professionally and effectively with diverse constituents.
2. Apply fundamental computer science and cybersecurity principles and concepts.
3. Configure, manage and maintain desktop and laptop computer hardware and peripherals.
4. Install, configure and maintain desktop operating systems and software applications.
5. Configure, manage and secure mobile devices.
6. Manage and administer secure server and storage infrastructures.
7. Design, implement and troubleshoot secure voice and data network architectures.
8. Deploy cloud and virtualization technologies.
9. Use a programming or scripting language to solve problems and automate common tasks.
10. Apply best practices to securely manage data.
11. Apply cryptographic concepts to protect the confidentiality and integrity of data at rest and in motion.
12. Implement identity and access management controls to secure systems and data from unauthorized access.
13. Troubleshoot and respond to common security issues by analyzing and interpreting output from security technologies.
14. Apply risk management techniques to the management of information system security.
15. Identify the opportunities and barriers in the technology field for a just society
16. Analyze the relationship of technology to emerging issues in faith, society, and ethics.
17. Demonstrate the connection between technology and holistic human development
18. Solve new problems in a rapidly changing technological environment through the synthesis of existing knowledge and a process of continuous research and learning.

# Graduate Programs

## 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 511	The Literature of the Old Testament I	3
	Spring	CM Elective	Selected in consultation with Advisor	3
	Spring	BI 512	The Literature of the Old Testament II	3
	Spring	CM Elective	Selected in consultation with Advisor	3
2nd Year	Summer	BI 521	The Literature of the New Testament I	3
	Fall	TH 501	Constructive Theology I	3
	Fall	REL 531	History of Christianity/Christian Thought I	3
	Spring	REL 532	History of Christianity/Christian Thought II	3
	Spring	BI 522	The Literature of the New Testament II	3
3rd Year	Summer	TH 502	Constructive Theology II	3
	Fall	CM 545	Public Communication for Ministry	3
	Fall	REL 571	Master Thesis	4
	Spring	REL 572	Thesis Extension	1-4

## Graduation Requirements

In order to graduate from Warner Pacific University, a Master of Arts 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 Arts and Letters Division to the general faculty for approval.
- Pay all fees in full to the institution.

Graduate students in the Master of Arts in Biblical and Theological Studies program have six years from the date of admission to complete all academic work for the degree. 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.

## MASTER OF RELIGION

The Master of Religion Program (M.Rel.) at Warner Pacific University 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 RCM advisor 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 Pacific 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 faculty. These submissions must demonstrate significant content in the field of religion as defined by the RCM faculty.*

### 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 faculty 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 faculty must approve all non-RCM instructors.*
4. *The application must be reviewed and approved by the RCM faculty.*

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 CM 572, 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.

## Graduation Requirements

In order to graduate from Warner Pacific University, 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 Arts and Letters Division to the general faculty for approval.
- Pay all fees in full to the institution.

Graduate students in the Master of Religion program have six years from the date of admission to complete all academic work for the degree. 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.

### 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 University 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 16 weeks of student teaching, an edTPA and an integrated unit.*

Prerequisites: ED 260, ED 515(U), ED 535(U) and admission to the Teacher Education program (see Program Handbook for requirements). ED 260, ED 515(U) and ED 535(U) 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	2
<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 573	ESOL Instruction-Mainstream Classroom	2
<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	2
<input type="checkbox"/> ED 690	Student Teaching I with Seminar	3
<input type="checkbox"/> ED 691	Student Teaching IIa with Seminar	3
<input type="checkbox"/> ED 692	Student Teaching IIb with Seminar	4

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).

## Graduation Requirements

In order to graduate from Warner Pacific University, a Master of Arts in Teaching student must accomplish the following:

- Complete a minimum of 35 credits.
- Passing scores on required exams
- Cleared background check
- 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 and submit an edTPA to Pearson for evaluation.
- Pay all fees in full to the institution.

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

## Additional Graduate Programs

Five additional graduate degrees are available through the Professional and Graduate Studies program: Master of Arts in Human Services (M.A.H.S.), Master of Arts in Teaching (M.A.T.), Master of Business Administration (M.B.A.), Master of Education (M.Ed), and Master of Arts in Organizational Leadership (M.A.O.L.).

## ART

### 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 111+112.

## BIBLICAL STUDIES

### 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.

### 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 310****Studying the Old Testament****(3 credits)**

(Alternate years 2020-2021)

A study of the books of the Old Testament with a focus on issues of authorship, cultural background, literary form, and content.

**BI 315****Teaching the Old Testament****(3 credits)**

(Alternate years 2020-2021)

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.

**BI 320****Studying the New Testament****(3 credits)**

(Alternate years 2020-2021)

A study of the books of the New Testament with a focus on issues of authorship, cultural background, literary form, and content.

**BI 325****Teaching the New Testament****(3 credits)**

(Alternate years 2020-2021)

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.

**BI 441****Biblical Hebrew****(3 credits)**

(As Needed)

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)**

(As Needed)

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 2020-2021)

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 2020-2021)

A study of the occasion, purpose, and content of the New Testament books.

**BI 541****Biblical Hebrew****(3 credits)**

(As Needed)

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)**

(As Needed)

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.

**BIOLOGY****BIO 105****Introduction to Biology****(4 credits)**

This course introduces concepts of biology including ecology, evolution, heredity, cell structure and function, the diversity of living organisms, and plant and animal anatomy and physiology. This course is offered only through the Dual Credit program.

**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. Meets General Education Core Studies Outcome L7. Lab fee required.

**BIO 211****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 212 of this sequence may be taken independent from BIO 211. Lecture and laboratory experiences are integral parts of this course. Meets General Education Core Studies Outcome L7. Lab fee required.

**BIO 212****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 212 of this sequence may be taken independently from BIO 211. Lecture and laboratory experiences are integral parts of this course. Meets the core requirements for Science. Meets General Education Core Studies Outcome L7. Lab fee required.

**BIO 215/315****Malheur Natural History Studies****(3 credits)**

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. Meets General Education Core Studies Outcome L7. Prerequisites: EN 111; sophomore class standing or consent of instructor. Additional fees required.

**BIO 216****Urban Ecology and Ecosystem Services****(4 credits)**

(Alternate years 2021-2022)

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, conservation easements, wildlife refuges, etc.). Meets General Education Core Studies Outcome L7. Prerequisites: EN 111, 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. Meets General Education Core Studies Outcome L7. 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. Prerequisites: BIO 221 or consent of instructor; EN 111. Lab fee required.

**BIO 245****Evolution****(3 credits)**

A survey of the history and development of ideas relative to the origin of species. Lecture only. Prerequisites: BIO 211, 212 or consent of instructor; EN 111.

**BIO 250****Genetics****(4 credits)**

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 211, 212 or BIO 221, 222; EN 111. Lab fee required.

**BIO 301****Botany****(4 credits)**

(Alternate years 2020-2021)

Selected topics chosen by the instructor and students from the areas of plant morphology, physiology and systematics. Lecture and laboratory. Prerequisites: BIO 211, 212, EN 111. Lab fee required.

**BIO 310****Immunology****(4 credits)**

(Alternate years 2021-2022)

A study of the immune response and its involvement in health and disease. Topics include cells, organs and microenvironments of the immune system, receptors and signaling, innate immunity, and functions of immune cells and molecules in clinical settings such as infection, inflammation, autoimmunity, hypersensitivity, transplantation, and cancer. Lecture and laboratory. Prerequisites: BIO 211, 212; or BIO 221, 222. Lab fee required.

**BIO 330****Cell Biology****(4 credits)**

(Alternate years 2020-2021)

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 211, 212, CHEM 211, 212, EN 111. Lab fee required.

**BIO 360****Ecology****(4 credits)**

(Alternate years 2020-2021)

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 211,212, EN 111,112; MA 342 recommended. Lab fee required.

**BIO 370****Microbiology****(4 credits)**

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: CHEM 111 or 211, 212 and BIO 211, 212 or 221, 222; EN 111. Lab fee required.

**BIO 380****Invertebrate Zoology****(4 credits)**

(Alternate years 2021-2022)

Phylogenetic relationship, development, structure, and function of the invertebrate animals. Lecture and laboratory. Prerequisites: BIO 211, 212, EN 111. 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 211, 212 or BIO 221, 222 or CHEM 211, 212; EN 111; 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 111,112, BIO 245 or BIO 250, junior class standing.

**BIO/CHEM 412****Biochemistry I****(4 credits)**

(Alternate years 2021-2022)

BIO/CHEM 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. Prerequisites: BIO 212, CHEM 301, 302. Lab fee required.

**BIO 420****Mammalian Physiology****(4 credits)**

(Alternate years 2021-2022)

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 211, 212, CHEM 211, 212, and EN 111,112. Lab fee required.

**BIO 421****Elements of Human Gross Anatomy****(4 credits)**

(Alternate years 2020-2021)

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 211, 212 or BIO 221, 222, and EN 111. 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. Prerequisites: EN 111+112, 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. Prerequisites: EN 111+112, senior standing and consent of science faculty advisor. Offered as Pass/No Pass only.

**BUSINESS****BUS 120****Introduction to Business and Personal Finance****(3 credits)**

This is an introductory course, which offers students the opportunity to explore the world of business. The course is divided into content areas, which introduce basic concepts in marketing, economics, personal money management, business law, accounting, international business, management, and entrepreneurship. The course also includes basic information on personal finance as well as applied budgeting. Students build a basic personal budget as part of this class.

**BUS 195****Internship Preparation****(2 credits)**

This course will provide support for students as they prepare for entering an internship in any major. Students will investigate potential internship prospects and professional associations within their field, create job descriptions and electronic portfolios, update resumes, practice interviewing skills, practice presentation skills, practice networking, and practice working in a “cube” environment, by completing activities in the workplace lab. By the completion of the course, students will have determined an internship placement as well as developed an understanding of skills needed for a successful internship experience.

## **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. Prerequisite: MA 95 or placement in MA 111.

## **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 with a special emphasis on Excel. The course will use the version of Office currently most prevalent in business environments 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**

**(3 credits)**

This course is an introduction to marketing concentrating on the fundamentals including emphasizing segmenting and targeting customers, researching the market, market image, uniqueness in marketing, developing a basic marketing plan including distribution, location, price structure and promotion. Prerequisite or corequisite: EN 111.

## **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 or corequisite: EN 111.

## **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 or corequisite: EN 111.

**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.

**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.

**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 318****Performance Management, Strategy & Change****(3 credits)**

Effective performance and strategic management are the key to leveraging employee talent and creativity in a dynamic 21st century workplace. When done correctly, it becomes fundamental to an organization's ability to select, train, retain, reward, and motivate the right talent in the right ways to execute strategy. This course focuses on performance management as a contribution to organizational strategy, linking all the elements of organizational success into a single, aligned approach. Students will learn how to design practices and administer a system that fully engages and optimizes the performance of employees in the success of the enterprise.

**BUS 319****Intro to Human Resource Management****(3 credits)**

Issues concerning the effective use and equitable treatment of employees. How human resource management activities are influenced by the economy, laws, unions, organizational strategies, and human behavior. The analysis of management activities such as recruitment and selection, training and development, pay and benefits, labor relations, performance assessment, conflict resolution, discipline and due process. How these activities affect the attraction, retention, performance, and satisfaction of employees.

**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.

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

Examines the development, structure and process of collective bargaining as well as negotiation processes and strategies in a variety of settings. Central topics include labor law, union organization, general principles of negotiation, and labor contract negotiation in particular. The course is taught from a neutral perspective, emphasizing the rights and responsibilities of labor, management and government. Makes extensive use of bargaining exercises.

**BUS 327****Employee Training & Development****(3 credits)**

The training and development function are often responsible for designing, conducting, evaluating and/or recommending programs to meet the training needs of the organization. Learn to accurately assess organizational training needs and identify priority training topics, learning objectives, instructional approaches and evaluation techniques. Explore techniques for overcoming resistance to change. Practice establishing and justifying a training budget and critiquing training products and services offered by vendors and consultants. Learn to quantify training results and their impact to the organization's bottom line.

**BUS 329****Cross-Cultural Communication, Staffing & Recruitment (3 credits)**

Issues relevant to staffing work organizations are addressed and workforce forecasting. Topics include: validation of selection procedures; criterion development; forecasting employee requirements and supply; alternative selection procedures; equal employment opportunity, outreach methods and cross-cultural communication.

**BUS 330****Components of Workplace Compensation (3 credits)**

In exchange for their time, talents and efforts, workers expect fair and motivating pay. This class covers the basics of compensation theory and practice. Job analysis and job evaluation pay equity considerations, market rates and surveys, the various types of compensation, and other related topics of interest to human resources professionals will be explored. Students will be introduced to incentive pay concepts and to major pay regulations. Understanding will be reinforced with exercises and applied learning activities.

**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 addresses the recording, organizing and reporting of financial information of a business in accordance with established accounting standards and methods. Using a hands-on approach, this course integrates understanding accounting with learning QuickBooks software. Topics of this course include QuickBooks setup, recording and managing of sales, purchases and payroll. Additionally, this course includes methods of customizing QuickBooks data and using Advanced Excel Methods to generate reports. With the completion of this course, the desired outcome is for each student to earn his or her QuickBooks Certification, an Introduction to SQL certificate, and have a more advanced knowledge of Excel functions. 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. Prerequisite: BUS 242.

## **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 370**

### **Decision Modeling**

**(3 credits)**

This course focuses on using Excel spreadsheets in the financial decision process. This course will focus on problem solving methods that reveal outliers and foster innovation outcomes and entrepreneurial behavior in a business setting. The course will cover forecasting, budgeting, and financial modeling. A study in the use of Excel spreadsheets to manage and gather financial data and advanced Excel functions including What-if analysis, pivot tables, VLookup, and Power Query. Prerequisite: BUS 223 and BUS 394.

## **BUS 371**

### **Investments**

**(3 credits)**

Investment objectives, modern portfolio theory, valuation, equilibrium, market efficiency and asset classes. This course teaches how to make sound investment decisions through in-depth knowledge of the financial markets, rigorous analytical thinking and precise mathematical derivation. Prerequisite: BUS 312 and BUS 364.

## **BUS 372**

### **Financial Analysis and Valuation**

**(3 credits)**

This outcome of this course emphasizes the valuation of financial monetary instruments to make management decisions. Students will learn about forecasting, risk and return, and capital structure. The course adopts a financial statement user's perspective in order to enhance understanding of the ways in which creditors and investors use financial statement information, and provides in-depth coverage of the tools and techniques employed to analyze a company's financial statements, value the firm, and make investment decisions. Prerequisite: BUS 312 and BUS 364.

**BUS 375****Human Resource Information & Technology (HRIS) (3 credits)**

This course explores the impact of using technologies in serving HR by building an awareness of technological skills. The content investigates how information technology can be applied to strategic management, records and employee tracking for enhanced recruitment, selection, staffing, compensation, benefits administration, policies and procedures, performance evaluation, training and organizational development. Ethical and legal challenges regarding protection of human resource data are researched.

**BUS 378****HR Analytics (3 credits)**

Students will review HR data, identify key questions that drive the analytical process, and explore basic calculations for correlation and regression. Students will manipulate data using spreadsheets to understand projects and models. Taking this a step further, students will mindfully interpret findings, looking beyond data as they take a holistic view of the situations they encounter. Through a course project, students will compose a presentation to visualize essential HR data and communicate findings to key decision makers.

**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 or PSY 141 or SOC 140.

**BUS 382****ENACTUS (1 credit)**

*(Offered depending on the level of student interest.)*

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 General Education Core. Offered on a Pass/No Pass basis. Prerequisite: Consent of instructor. May be repeated to a total of three credits.

**BUS 394****Research Methods and Applied Statistics (3 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****Individual 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****Business Taxation****(3 credits)**

This course is an expansion of how tax laws affect individuals, partnerships, corporations, and 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****(3 credits)**

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 242.

**BUS 430****Global Marketing****(2 credits)**

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 242.

**BUS 445****Global Business****(3 credits)**

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.

**BUS 460****Fundamentals of Employee Benefits****(3 credits)**

Benefits, especially employee health plans, are an important part of any total rewards package. Benefit costs are increasing rapidly and unpredictably, creating a challenge to HR professionals. Learn the basics about how to design, evaluate, implement, and administer employee benefits that are relevant to employees, cost-effective for the company, and competitive enough to attract and retain workers. This class will cover the many types of benefits available, the regulatory environment, compliance requirements, selecting the best partners to meet your benefit goals, and important trends in the marketplace.

**BUS 462****HR Finance & Budgeting****(3 credits)**

Basics of finance and budgeting through the HR lens, providing practical application of various finance tasks and techniques. Some basic statistics included so that students will be able to retrieve, interpret and write about applicable data in the Human Resource area including compilation of reports, quarterly stats on employment trends, etc.

**BUS 465****International Finance****(3 credits)**

This course is a study in international finance and trade. Some of the topics covered include the balance of payments, exchange risk, international financing, and understanding investments on a global scale. Studies will also entail change management, risk and incentive management with regards to the financing and outsourcing of operations. Prerequisite: BUS 364 and BUS 370.

**BUS 479****Selected Topics****(1-3 credits)**

(As needed)

Content of course depends upon between student and faculty. Prerequisite: Junior class standing.

**BUS 480****Employer Relations****(3 credits)**

Examine the current legal and social issues that impact the employee-employer relationship, and the practical actions in order to address them. Using a contemporary and practical framework for the employee-relations discipline, you take a dynamic investigation of issues across the employee lifecycle. Learn how some HR Departments establish new employer contacts and strengthen current employer contacts through outreach activities such as cold calls, mass mailings, and individual employer visits, schedule and conduct employer visits to determine hiring needs, maintain, update, and expand electronic employer database.

**BUS 483****Commercial Banking****(3 credits)**

An analysis of the role of commercial institutions in the financial process. This course will examine the banking and financial services and identify current issues and future challenges. Monetary supply and monetary policy will also be examined with a macroeconomic lens. Prerequisite: BUS 364 and BUS 370.

## **BUS 490**

### **Accounting Topics**

**(1-3 credits)**

(As needed)

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**

### **Internship**

**(1-6 credits)**

Student works and learns under supervision in an approved internship with a firm, agency, the university, or a workplace of the student's choosing, with approval by the instructor. 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.

## **BUS 496**

### **HR Internship**

**(3 credits)**

Internships and job shadows are sponsored by Warner Pacific University for students to gain field experience in the workplace. This course supports placement in an internship or job shadow for the semester (15 weeks) with a local business/organization that conducts responsibilities and tasks in human resources. Student will be able to demonstrate their human resource knowledge in practice on the job. Due to the nature of HR work, job shadows may be substituted for internships, depending on the organization and circumstance. Experience can go toward human resource certification requirements. (Optional for PGS students)

## **BUS 497**

### **HR Capstone**

**(3 credits)**

Prepare to sit for the Human Resource certification (SHRM-CP/SCP or HRCI aPHR exam). This course will cover the human resource knowledge domains and behavioral competencies as emphasized within the HRCI and SHRM guidelines.

## **CHEMISTRY**

### **CHEM 111**

#### **Introduction to Chemistry**

**(4 credits)**

Examines 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. This chemistry course will be especially useful to persons planning a career in nursing or other health-allied fields. Lecture and laboratory. Meets General Education Core Studies outcome L7. Prerequisite: MA 90 or higher. Lab fee required.

**CHEM 211****General Chemistry I****(4 credits)**

Chemistry of the elements and their compounds: atomic structure, bonding, and stoichiometry. Lecture and laboratory. Meets General Education Core Studies outcome L7 or L6. Prerequisite: MA 115 or equivalent.

**CHEM 212****General Chemistry II****(4 credits)**

Chemistry of the elements and their compounds: solutions, kinetics, equilibrium, electrochemistry, carbon compounds, and radioactivity. Lecture and laboratory. Prerequisites: CHEM 211. Lab fee required.

**CHEM 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. Prerequisites: CHEM 211, 212. Lab fee required.

**CHEM 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: CHEM 301. Lab fee required.

**CHEM 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. Prerequisites: CHEM 211, 212.

**CHEM 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: CHEM 211, 212. Lab fee required.

**CHEM/BIO 412****Biochemistry I****(4 credits)**

(Alternate years 2021-2022)

CHEM/BIO 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. Prerequisites: BIO 212, CHEM 301, 302. Lab fee required.

## **CHEM 413**

### **Biochemistry II**

**(4 credits)**

(As needed)

CHEM 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. Prerequisites: CHEM 301, 302, 412. Lab fee required.

## **CHEM 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.

## **CHRISTIAN MINISTRIES**

### **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 260**

#### **Ministry Field Ed.: Ministry of Care**

**(3 credits)**

(Alternate years 2020-2021)

In this course, students will learn basic skills for listening deeply to others with particular attention to those whose lives are impacted by trauma and/or significant transition. The course will introduce frameworks, skills, and tools for understanding trauma, engaging secondary trauma, and administering self-care in the life of ministry. Students should not expect to become proficient with providing trauma informed care as a result of this course.

### **CM 311**

#### **Ministry Field Ed.: Community Development & Organizing**

**(3 credits)**

(Alternate years 2021-2022)

In this course, students will learn and practice basic frameworks, skills, and tools for practicing Asset Based Community Development (ABCD) and community organizing in their neighborhoods. This includes assessing community resources and experiences, organizing community members around topics that deeply impact them, creative problem-solving, and moving toward collective action. Throughout the course, students will also reflect on the role of faith communities in the health of neighborhoods. This course is one of a series that include practical field education/internship experiences.

### **CM/COMM 312**

#### **Design Thinking and Entrepreneurship**

**(3 credits)**

(Alternate years 2021-2022)

In this course, students will learn basic frameworks, skills, and tools of design thinking and entrepreneurship. This includes working collaboratively, empathetic listening,

defining questions and problems, ideating for solutions, creating prototypes, testing with community groups, communicating via pitches and other forms, and the processes of observation and reflection. Throughout the course, students will also reflect on the role of faith communities in the collaborative creation of sustainable and equitable change. Prerequisite: CM 311 or COMM 250 or instructor or Division Chair approval.

### **CM 345**

#### **Methods and Practice of Public Communication for Ministry (3 credits)**

(Alternate years 2021-2022)

This is a laboratory style course providing methods, introductory techniques, and opportunities to practice public speaking/presenting in and for ministry contexts. A variety of public communication methods will be engaged looking towards a variety of current public ministry settings. Special attention will be given to connecting biblical narratives with the students' stories and the stories of others. Students will have opportunities to practice these communication techniques regularly throughout the course with peer and instructor feedback. Prerequisite: Sophomore class standing.

### **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 545**

#### **Methods and Practice of Public Communication for Ministry (3 credits)**

(Alternate years 2021-2022)

This is a laboratory style course providing methods, introductory techniques, and opportunities to practice public speaking/presenting in and for ministry contexts. A variety of public communication methods will be engaged looking towards a variety of current public ministry settings. Special attention will be given to connecting biblical narratives with the students' stories and the stories of others. Students will have opportunities to practice these communication techniques regularly throughout the course with peer and instructor feedback.

## **CM 570**

### **Graduate Integrative Experience in Christian Ministries (1-3 credits)**

(As Needed)

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 Pacific 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)**

(As Needed)

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)**

(As Needed)

This course is designed to offer the Master of Religion student an extension to complete the thesis project initiated in CM 571, 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.

## **COMPUTERS**

### **CMPT 155**

#### **Introduction to Electronics & Programming (3 credits)**

Introduction to electronic programming. Students will learn basic principles of electric circuits and computer programming, and will write a simple program to control an electronic device using a mini-processor. Prerequisite: MA 95 or equivalent.

## COLLEGE STUDIES

### **CLS 100, 100B**

#### **Strategies for College Success Skills**

**(1 credit each)**

This series of courses 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 courses 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 111**

#### **Critical Thinking: Designing Your Life**

**(1 credit)**

Critical Thinking: Designing Your Life is a habit-building course. It enlists the work of Stephen Covey's third habit of highly successful people for building good habits of leveraging memory for increased classroom success. It also focuses on identifying pathways to university graduation and career success.

### **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 University 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

### **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. Prerequisite: EN 111+112.

## **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. Prerequisite: EN 111+112.

## **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.

## **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 230**

### **Intercultural Communication**

**(3 credits)**

Students will be introduced to the process of communication between and among individuals from different cultures or subcultures. They will learn the dynamic elements of intercultural communication in order to understand their own and others' cultures more effectively and thereby become more effective and ethical communicators.

## **COMM 250**

### **Introduction to Digital Media**

**(3 credits)**

Students will receive a general introduction to the different forms of digital media including text, graphics, photographs, sound, motion, and video. Students will learn how these different media types integrate with one another as well as with social media, websites, and different software applications. Students will learn how technical considerations, aesthetics, storytelling, and culture affect the perception and communication through digital media.

## **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. Prerequisite or corequisite: EN 111.

## **COMM 265**

### **Introduction to Web Design**

**(3 credits)**

(Alternate years 2021-2022)

Students will learn how to design for web and mobile platforms through an understanding of user experience, user interface design, accessibility, content strategy, design systems, cross-browser implementation, and technical tools. Students will be introduced to prototyping and design software (Adobe XD CC) and how it guides the modern front-end development process (HTML, CSS, JavaScript). Students will learn the difference between common project management methodologies including waterfall and agile.

## **COMM 266**

### **Web Design and Implementation**

**(3 credits)**

(Alternate years 2020-2021)

Building upon the tools, technologies, and techniques learned in COMM 265: Intro to Web Design, students will go deeper in front-end web development tools, learn back-end web technologies, and work as teams to create a website project for a community-based project. Prerequisite: COMM 265 or instructor consent.

## **COMM 300**

### **Communication Theory: Models and Messages**

**(3 credits)**

(Alternate years 2020-2021)

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 111+112 and six credits of additional courses listed in the Communications Minor.

## **COMM/CM 312**

### **Design Thinking and Entrepreneurship**

**(3 credits)**

In this course, students will learn basic frameworks, skills, and tools of design thinking and entrepreneurship. This includes working collaboratively, empathetic listening, defining questions and problems, ideating for solutions, creating prototypes, testing with community groups, communicating via pitches and other forms, and the processes of observation and reflection. Throughout the course, students will also reflect on the role of faith communities in the collaborative creation of sustainable and equitable change. Prerequisite: CM 311 or COMM 250 or instructor or Division Chair approval.

## **COMM 310**

### **Writing Across Media**

**(3 credits)**

(Alternate years 2020-2021)

Students will learn how to write effectively for a variety of communications platforms including print, verbal broadcasts (such as scripting for videos and podcasts) and digital spaces that intersect with print and script. Students will engage in exercises that will help build a solid understanding of how a variety of media introduce opportunities for dynamic storytelling and multi-directional communication. Students will not only create content, but will also learn best practices for becoming careful, creative managers of that content. Prerequisite: EN 111+112.

### **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. Prerequisites: EN 111+112.

### **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. Prerequisites: EN 111+112.

### **COMM 360**

#### **Video Production and Editing**

**(3 credits)**

Students will learn the process of producing video and the technology utilized in every step from concept to completion. Students will learn to tell stories and understand the different production considerations for experimental, narrative, and documentary films. Students will learn to communicate their vision as individual creators and as teams.

### **COMM 380**

#### **Motion Graphics and Animation**

**(3 credits)**

Students will learn how to tell stories and present information with animation and motion design principles. Students will learn the different forms of animation (hand-drawn, stop motion, 2D-motion graphics, 3D animation, and web-based animation with CSS), the software used to produce animation, and how animation informs the types of stories told. Students will understand the different sub-elements of animation including color, typography, and design.

### **COMM 381**

#### **Social Media and Analytics**

**(3 credits)**

This course will provide students with an understanding of social media, marketing plans and social media analytics. Students will study social media strategies in order to build client profiles on the top social networks. They will engage with audiences and communities and utilize analytical tools to track success. Finally, they will practice communicating strategy and recommendations based on their analytic tools in written and oral form. Prerequisites: BUS 223, MA 342 or instructor consent.

### **COMM/EN 385**

#### **Introduction to Critical Strategies**

**(3 credits)**

(Alternate years 2020-2021)

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 111+112.

## COMM/EN 390

### Visual Communication

(3 credits)

(Alternate years 2021-2022)

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: EN 111+112, two COMM courses.

## COMM 400

### Digital Media Capstone

(2 credits)

Students create a digital portfolio consisting of at least three digital media forms. They apply knowledge and skills obtained in the major to design a significant project in a collaborative environment. At the end of the semester, they make a formal oral and visual presentation of their project to an audience of faculty, peers, and professionals. Prerequisite: At least two upper-division Digital Media and Communications courses.

## COMM/EN 450

### Communication Ethics

(3 credits)

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. Students will read primary texts of literary critical theory and ethical theory and apply those readings to literary texts. The course also treats issues involved in the ethics of journalistic writing. Grounded in the critical and ethical theory, 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 agreed on, is it ever ethical to withhold news from the public? Students will confront these questions through comprehensive reading, case studies, their own writing, and the sharing of their thoughts through discussion. Prerequisite: Two lower or one upper-division communication classes.

## DRAMA

### DR/EN 220

#### World Theatre

(3 credits)

(Alternate years 2021-2022)

An overview of theatre practices and cultural differences as reflected in theatre around the world. Includes viewing plays on and off campus.

### DR/EN 250/349

#### Understanding Film and Its Forms

(3 credits)

(Alternate years 2020-2021)

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. 300-level is available by consent of instructor and requires an additional major project.

**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.

**DR 316****Theater for Social Justice****(3 credits)**

(As needed)

Students study and practice significant theatrical approaches to examining social issues. Students further develop knowledge, skills, and convictions to create social change around relevant issues affecting their lives and the lives of their neighbors. Prerequisite: Sophomore class standing.

**DR/EN 360****Shakespeare****(3 credits)**

(Alternate years 2021-2022)

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 Language Arts majors. Prerequisite: One Literature course of consent of instructor.

**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. Prerequisite or corequisite: EN 111.

**EC 420****Microenterprise Development****(3 credits)**

(Alternate years 2021-2022)

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

### ED 240

#### **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.

### ED 250

#### **Introduction to Education with Practicum (30 hours) (2 credits)**

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.

### ED 260

#### **Human Development and Learning Theory Implications for P-12 (4 credits)**

The course is an integrated approach to foundational work in learning theory and human development and their application in educational settings. The course approaches the study of the mental, physical, emotional, interpersonal, and spiritual development of a person from birth to death. Understanding and addressing learner similarities and differences is a recurrent issue throughout this course. Classical and contemporary theories of learning and instruction shall be applied to a variety of classroom situations. Self-concept, cognitive and affective potential, lesson planning, and learning hierarchies shall be addressed. While issues across the life span will be addressed, the school-age years (early childhood, elementary, middle school, and high school) will be emphasized.

### ED 281

#### **Curriculum Planning and the Role of the Teacher (3 credits)**

This is a course 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. This course is required for Teacher Education program admission. Prerequisite: Sophomore class standing 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. This course is required for Teacher Education program admission. Prerequisite: Sophomore class standing, or consent of the instructor.

**ED/EN 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 literature. Prerequisites: EN 111+112, Sophomore class standing.

**ED/EN 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. Prerequisites: EN 111+112, Sophomore class standing.

**ED 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.

**ED 370****Art and Music Methods in the Classroom****(2 credits)**

This is a survey course that will investigate the curriculum and instruction of art and music in the K-8 Classroom. Particular emphasis will be given to current literature and research. Topics to be covered include: lesson planning, scope and sequence, grade level content appropriate for art and music, time management, technology, state and national standards. Prerequisites: Sophomore class standing and Education major declaration.

**ED 371****Physical Education Methods 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: Sophomore class standing and Education major declaration. Prerequisite: EN 111+112

**ED 372****Literacy Methods in the Classroom with Practicum (50 hours) (4 credits)**

This course with practicum 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. Students are responsible for fees associated with licensure including ORELA and any additional licensure assessment fees required by TSPC. Prerequisites: ED 260, ED 281, and admission to the Teacher Education program.

**ED 373****Math Methods 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 260, ED 281, and admission to the Teacher Education program.

**ED 374****Science Methods 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 260, ED 281, and admission to the Teacher Education program.

**ED 375****Social Studies Methods 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 260, ED 281, and admission to the Teacher Education program.

**ED 376****ESOL Methods in the Classroom****(2 credits)**

This course examines current curriculum models, materials, teaching approaches, assessment techniques, and cultural factors that maximize the academic achievement of English language learners. It emphasizes strategies related to planning, implementing, and managing instruction that enable students in different proficiency levels to access the core curriculum and develop language skills. Prerequisites: ED 260, ED 281, and admission to the Teacher Education program.

**ED 430****Development and Administration of Early Childhood Programs (3 credits)****(As needed)**

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. Prerequisite: Valid first aid card or consent of instructor.

**ED 481****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 in the final semester of the student's program. Prerequisite: Full admission to the Teacher Education program, ED 250, ED 281, ED 334, ED 491.

**ED 489****Administration and Implementation of Reading Programs (3 credits)**

This course is required for a reading interventionist 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 and ED 372, or consent of instructor.

**ED 491****Student Teaching I (100 hours) (2 credits)**

This clinical experience meets requirements for hours in the classroom and the initial work of edTPA. 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 250, ED 281 and ED 334. Students are responsible for fees associated with licensure and any additional licensure assessment fees required by TSPC. Additional fees for fingerprinting and the state Civil Rights exam are required.

**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. Prerequisite: 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 interventionist 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. Each candidate will produce an edTPA and integrated unit. Offered on a Pass/No Pass basis. Students are responsible for fees associated with licensure including edTPA and any additional licensure assessment fees required by TSPC. Prerequisites: ED 491 and full admission to the Teacher Education Program.

**ED 515(U)****Classroom Management with Practicum (30 hours) (2 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. Prerequisites: Intention to pursue the MAT 4.5 degree and department consent.

**ED 535(U)****Curriculum Planning and Instruction with Practicum (50 hours) (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. Prerequisite: Intention to pursue the MAT 4.5 degree and department consent.

**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 573****ESOL Instruction in the Mainstream Classroom (2 credits)**

This course examines current curriculum models, materials, teaching approaches, assessment techniques, and cultural factors that maximize the academic achievement of English language learners. It emphasizes strategies related to planning, implementing, and managing instruction that enable students in different proficiency levels to access the core curriculum and develop language skills.

**ED 575****Literacy Methods 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****(2 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 I with Seminar****(3 credits)**

Student teaching is a clinical experience in a supervised setting. The learner must be in the classroom. Assignments and supervision will be coordinated by the Education Department. This course requires the development of an edTPA and integrated unit. This is a supervised practicum (observation) The seminar will meet weekly to debrief and help with the development of the edTPA. Students are responsible for fees associated with licensure including edTPA and any additional licensure assessment fees required by TSPC. 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 IIa with Seminar****(3 credits)**

Student teaching is a clinical experience in a supervised setting. The assignment will be in the candidate's primary level of endorsement. The edTPA will be developed with the guidance of the mentor teacher and the university supervisor. The seminar will meet weekly to debrief and help with the development of the edTPA. 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 690.

**ED 692****Student Teaching IIb 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 edTPA, following the directions in the edTPA Manual. The edTPA will be developed with the guidance of the mentor teacher and the university supervisor. The seminar

will meet weekly to debrief and help with the development of the edTPA. Student teacher placements and supervision will be coordinated by the main campus Education Department. Offered on a Pass/No Pass basis. Prerequisite: ED 691.

## 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: EN 111+112, PSY 140 (or 141), 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. Prerequisites: ED 281, 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: Sophomore class standing, Education major.

### **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. Prerequisites: PSY 140 (or 141), EN 111+112.

## ENGLISH

### **EN 111**

#### **Composition and Research I**

**(4 credits)**

Intensive practice in effective strategies for reading and writing. Emphasis in moving from paragraph-level to essay-level writing, with focus on the academic context. Introduction to academic research and information literacy practices and frameworks, including the relationship between civic responsibility and information literacy. Weekly 1-hour writing lab required. Not available on a Pass/No Pass basis. Requires a grade of "C-" or better to pass.

## EN 112

### **Composition and Research II**

**(4 credits)**

Intensive practice in advanced strategies for reading and writing. Emphasis on producing a ten page research essay. Focus on use of sources and rhetorical analysis. Developmental practice in academic research and information literacy, including the relationship between civic responsibility and information literacy. Weekly 1-hour writing lab required. 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. Offered as part of Dual Credit 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. Prerequisite: EN 111+112.

## 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. Prerequisite: EN 111+112.

## EN 215/315

### **Global Literature**

**(3 credits)**

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 WPU-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 111+112; may be taken concurrently. 300 level by consent of instructor and requires completion of a major project.

## EN/DR 220

### **World Theatre**

**(3 credits)**

(Alternate years 2021-2022)

An overview of theatre practices and cultural differences as reflected in theatre around the world. Includes viewing plays on and off campus.

**EN/URB 245/345****Urban Literature****(3 credits)**

(Alternate years 2021-2022)

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 111+112; may be taken concurrently. 300 level by consent of instructor and requires completion of a major project.

**EN/DR 250/349****Understanding Film and Its Forms****(3 credits)**

(Alternate years 2020-2021)

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. 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 2021-2022)

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 2021-2022)

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 2020-2021)

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)**

(As needed)

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/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 literature. Prerequisite: Sophomore class standing, EN 111+112.

**EN/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. Prerequisites: Sophomore class standing, EN 111+112.

**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. Prerequisites: EN 111+112.

**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. Prerequisites: EN 111+112.

**EN/DR 360****Shakespeare****(3 credits)**

(Alternate years 2021-2022)

An in-depth study of selected sonnets and major plays, including comedy, history, and tragedy. Required of English Language Arts 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 Language Arts majors. Prerequisites: Sophomore class standing, EN 111+112.

**EN/COMM 385****Introduction to Critical Strategies****(3 credits)**

(Alternate years 2020-2021)

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 111+112.

**EN/COMM 390****Visual Communication****(3 credits)**

(Alternate years 2021-2022)

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: EN 111+112, two COMM courses.

**EN/COMM 450****Communication Ethics****(3 credits)**

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. Students will read primary texts of literary critical theory and ethical theory and apply those readings to literary texts. The course also treats issues involved in the ethics of journalistic writing. Grounded in the critical and ethical theory, 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 agreed on, is it ever ethical to withhold news from the public? Students will confront these questions through comprehensive reading, case studies, their own writing, and the sharing of their thoughts through discussion. Prerequisite: Two lower or one upper-division communication classes.

## EN 495

### Senior Research

(3 credits)

(As needed)

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.

## ENVIRONMENTAL SCIENCE

### ENV 105

#### Introduction to Environmental Science

(4 credits)

(Alternate years 2021-2022)

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. Meets General Education Core Studies outcome L7. Lecture and laboratory. Lab fee required.

## FINE ARTS

### 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. Prerequisite: EN 111+112.

### FA/COMM/EN 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. Prerequisite: EN 111+112.

**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 111+112.

**FA/URB 235****The City and the Arts****(3 credits)**

(Alternate years 2020-2021)

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)**

(As Needed)

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 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 111+112.

**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. Prerequisites: EN 111+112.

**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. Prerequisites: EN 111+112.

## HEALTH

### HE 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. This course partially fulfills General Education Core Studies outcome C3; the student must take a PE activity course to complete fulfillment of C3.

### HE 200

#### Medical Terminology

(3 credits)

(Alternate years 2021-2022)

This course introduces vocabulary used by a variety of medical professionals. Using prefixes, roots and suffixes, vocabulary and abbreviations related to basic anatomical, physiological, pathophysiological, medical and surgical procedural, diagnostic, and pharmaceutical terms will be taught. The medical chart, including the electronic health record, will be introduced and typical charts reflecting common conditions will be reviewed for each body system.

### HE 210

#### Stress Management

(2 credits)

(Alternate years, 2020-2021)

This course exposes students to a holistic approach to stress management. It treats both cognitive skills and relaxation techniques with the intention of preventing and/or alleviating the physical symptoms of stress. The learning activities of the course are both theoretical and experiential. This course partially fulfills General Education Core Studies outcome C3; the student must take a PE activity course to complete fulfillment of C3.

### HE 240

#### Nutrition

(3 credits)

Study of foods as related to health and nutritional diseases. Prerequisite: EN 111.

### HE 310

#### Fitness Prescription

(2 credits)

(Alternate years 2021-2022)

This course is designed to provide students with the knowledge, skills, and abilities in formulating exercise prescriptions and designing safe and effective exercise programming for diverse populations. This includes understanding the benefits and risks associated with physical activity, assessment of health, exercise testing and exercise prescription in preparation for managing exercise professionals in a variety of settings. Prerequisite: EN 111.

### HE/HD 320

#### Human Sexualities

(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 sexual beings, will be taught from a holistic framework. The overall goal of the course is that students be more knowledgeable with the content, more ready to discuss sexuality, more aware of the challenging issues, better able to live intentionally as balanced and healthy sexual beings with enhanced decision-making ability, and more available to help others who need information and resources. Prerequisite: Sophomore class standing.

**HE 330****Sports Nutrition****(3 credits)**

(Alternate years 2021-2022)

The purpose of this course is to provide the student with an understanding of nutrition as it pertains to training and performance of athletic activities. Within the course, students will learn basic concepts of exercise physiology and energy metabolism, as well as nutrient requirements for a variety of physical activities including endurance, strength, speed and weight management. Evaluation of dietary supplements and ergogenic aids will also be discussed as well as current controversies within the field. Pre-requisite: HE 150

**HE 340****Current Health Issues****(3 credits)**

(Alternate years 2021-2022)

Investigation of a variety of current health issues leading the student to intelligent decisions in the purchase and use of health products and services. Meets General Education Core Studies outcome D2. Prerequisite: Sophomore class standing.

**HE 370****Essentials of Strength and Conditioning****(3 credits)**

(Alternate years 2020-2021)

This course will introduce theories and principles of strength and conditioning to improve fitness, health and athletic performance. It will provide the knowledge and skills needed to create and implement safe and effective strength and conditioning workouts for different patient populations. This course will also explore basic principles of anatomy, physiology, strength training techniques, exercise modifications and current exercise trends. The course will assist students in preparation for national certification in either Certified Strength and Conditioning or Personal Training by the National Strength and Conditioning Association. Prerequisites: BIO 221 and EN 112.

**HE 410****Fitness and Chronic Disease****(3 credits)**

(Alternate years 2021-2022)

Study of how physical fitness influences long-term health, especially with regards to chronic diseases common in Western culture. Physiology of conditions including obesity, diabetes, hypertension, coronary heart disease, osteoporosis, arthritis, cancer chronic lung disease, and pregnancy will be considered. The course will examine modifications to exercise necessary for individuals with these conditions, as well as how fitness routines can be used to manage these conditions. Prerequisites: BIO 121 or BIO 221, HE 310.

**HE/KIN/SRM/SM 490****Senior Seminar****(1 credit)**

The course will encompass a survey of research, literature, professional ethical considerations and career opportunities in areas related to athletics. Students will complete professional development activities including writing a resume, critical review of the current literature, and other items. Prerequisite: Senior standing.

**HE/KIN/SRM/SM 494****Internship****(1-6 credits)**

A field work practicum proposed by the student, involving experience pertinent to physical education, kinesiology or health fitness management. Pass/No Pass grade. Prerequisite: Current First Aid/CPR certification and instructor consent.

# HEALTH CARE ADMINISTRATION

*Note: The HCA Courses are offered through the PGS campus format only.*

## **HCA 272**

### **Cultural Competency in Health Care Organization (3 credits)**

“Cultural competency” is one of public health’s primary tools to closing the disparities gap in health care. It encompasses behaviors, attitudes, and policies that are integrated in a system, agency, or group of professionals that enables effective work in cross-cultural settings and situations. While “culture” is commonly associated with race/ethnicity, it encompasses the language, thoughts, communications, actions, customs, beliefs, and values of any social group. This course will examine both analytical and practical approaches to cultural competency in public health. Concepts, models, frameworks, and communication that occur in cross-cultural health situations will be discussed, but also the application of these concepts in real interventions and programs.

## **HCA 300**

### **Health Care Leadership (3 credits)**

The health care field is continually evolving. The health care industry requires leaders who have the human skills related to diversity and cultural etiquette, but also are adaptable, proactive, and innovative. This course is a comprehensive view of leadership competencies necessary for today’s health care organizations that is designed to empower students to prepare for leadership and supervisory positions, regardless of their health care industry.

## **HCA 302**

### **Principles of Patient (3 credits)**

This course provides both an overview of the evolution of patient care in the US and a description of current practices. The fundamental components of all patient needs are examined. Infrastructures are studied and the roles of the various participants are explained.

## **HCA 303**

### **The Future of Health Care: Alternative Methods and Public Policy (3 credits)**

This course provides an overview of major Complementary and Alternative Medical (CAM) care resources and their management systems, as well as community and public health services used for the well-being of a population. This course will explore the future of Health Care Administration.

## **HCA 306**

### **The Economics of Health Care and Policy (3 credits)**

This course is an introduction to the field of health economics. During this course, students will explore various policy issues, such as un-insurance, the Affordable Care Act (ACA), and socialized medicine. In addition to the ACA, topics such as measurement and social determinants of health, health disparities, unhealthy behaviors and health insurance will be covered. This course has two meta-goals: a better understanding of the economic theory of health and health care, and subsequently creating innovative solutions to a very complicated system at both the federal and state level.

### **HCA 310**

#### **Health Care Organizational Behavior and Design (3 credits)**

This course provides a systematic understanding of organizational principles, practices, and insight pertinent to the management of health services organizations. Students will focus on organizational theory and research with a high emphasis on application that goes beyond the traditional focus on health care in hospitals and other provider organizations. Included is a more comparative global perspective of how the world addresses health and health care, as well as application of contemporary management techniques, such as strategic management, operations management, and social responsibility appropriate for all health care organizations.

### **HCA 320**

#### **Strategic Human Resources and Health Care (3 credits)**

This course identifies the strategic nature of an organization's human resource plan. We will discuss the essential practices and functions of staff selection and placement, including identifying staffing needs, recruiting externally and internally, assessing applicants, making selection and placement decisions, and managing the staffing system as it relates to the health care industry.

### **HCA 401**

#### **Decision Making and Information Systems in Health Care (3 credits)**

An applied course in basic health statistics and research methods intended to introduce common applications in the health care setting: emphasis is on the ability to analyze and interpret clinical and other health data for use in research, health care decision-making, and policy development as well as the ability to locate, read, and use published research relevant to identified subjects; topics include commonly used health statistics, the process of research, epidemiology, outcomes research, case mix, registries, Institutional Review Board, and ethics in research.

### **HCA 402**

#### **Finance in 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 and 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.

### **HCA 410**

#### **Quality Management in Health Care Organizations (3 credits)**

In this course students will be introduced to the fundamentals of patient safety, evaluation of quality and quality measures and principals of quality improvement, and the importance these elements have in the level of patient care and organizational effectiveness.

## HCA 411

### **Managing the Dynamics of Health Care Organizations (3 credits)**

This course explores how managers are responsible for 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.

## 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.

## 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.

## HISTORY

### 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 Dual Credit program only.

### HIS 206

#### **Strangers Among Us: Immigration and the Borderlands (3 credits)**

(Alternate years 2021-2022)

A study of the situations, reasons, and lives of immigrants throughout U.S. history, culminating in a historical perspective on contemporary issues surrounding immigration. Prerequisite: EN 111.

### HIS 211, 212

#### **Survey of World History (3, 3 credits)**

An overview of the significant events, issues, people, and ideas that have shaped the human experience. Emphasis will be placed on the commonalities that link human cultures. The histories of Europe, Asia, Africa and the Americas, from ancient to modern times, will be addressed. Offered as part of the Dual Credit program only.

### HIS 221

#### **Apartheid and Genocide in 20th-Century Africa (3 credits)**

(Alternate years 2021-2022)

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 2020-2021)

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)**

(As needed)

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)**

(As needed)

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/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****Race and Ethnic Relations****(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. Prerequisites: Sophomore class standing, EN 111, SOC 140.

**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 2020-2021)

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 495****Historical Research and Writing****(3 credits)**

Guided work in original historical research and writing toward the production of a scholarly paper. The research topic is to be agreed upon by each student and supervising faculty member. Prerequisite: 6 upper-division credits in history.

**HUMAN DEVELOPMENT****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. Prerequisites: PSY 140 (or 141), EN 111.

**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.

Prerequisites: PSY 140 (or 141), EN 111.

**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. Prerequisites: PSY 140 (or 141), EN 111.

**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. Prerequisites: Sophomore class standing. Prerequisites: PSY 140 (or 141), EN 111.

**HD/HE 320****Human Sexualities****(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. Prerequisites: Sophomore class standing. Prerequisites: PSY 140 (or 141), EN 111.

**HD/SW 330****Life Span Human Development****(3 credits)**

A course for Social Work and non-majors in Human Development, Psychology and Human Development and Family Studies. This course analyzes theories of human behavior in the social environment from a lifespan developmental approach. The study of the mental, physical, emotional, interpersonal, and spiritual development of an individual from birth to death is explored through the life stages and transitions of infancy; childhood; adolescence; early, middle, and late adulthood; and death and dying. This course examines the complexities of human development and behavior of individuals, families, communities, groups, and organizations, as well as the interaction of the biological, psychological, and social factors that shape experiences. The course provides a broad understanding of how humans develop within the family system and within the social context. Prerequisites: EN 111, PSY 140 (or 141).

**HD 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: One course from PSY 140, PSY 141, SOC 140.

**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 111+112.

**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 111+112.

## **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 111+112.

## **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 111+112.

## **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 111+112.

## **HUM 385**

### **Critical and Cultural Theory**

**(3 credits)**

(As needed)

This course introduces students to contemporary interdisciplinary cultural interpretation and critique, relevant to literary, historical, and cultural studies. Students will learn how to understand or read culture through various “texts” in our world and to apply critical lenses to cultural artifacts. Readings and activities will focus on a variety of related approaches which re-assess cultural notions of meaning, identity, power, representation, production and consumption. Prerequisite: Upper division course in Literature, History, or Philosophy.

## **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, ILR 300 or consent of professor. Students who are required to take 200-level and 300-level Humanities series courses must complete those courses before entering HUM 410.

## **INFORMATION LITERACY AND RESEARCH**

### **ILR 300**

#### **Advanced Information Literacy and Research**

**(3 credits)**

Students will learn critical skills related to finding, organizing, analyzing, and making meaning from information from a variety of sources, including social media, news sources, search engines, books/articles, and academic databases. They will learn about the ways information is curated for them as well as how the personal data they create and share is used. They will apply this to a research project in a major discipline. Prerequisites: EN 111+112 or equivalent.

## **INFORMATION TECHNOLOGY**

### **IT 101**

#### **IT Fundamentals**

**(4 credits)**

This course offers a broad survey of topics relevant to the Information Technology field, including computer hardware, software, networking, programming, databases, and information security. Students will develop the basic foundational knowledge required for today's increasingly technology driven world. After completing this course, students will have a better understanding, and appreciation of how various information technologies work together to deliver solutions for organizations and individuals. Prerequisites: MA 111 or equivalent, EN 111+112 or equivalent.

### **IT 201, 202, 203, 204**

#### **IT Support I, II, III, IV**

**(4 credits each)**

This four-course series provides students a simulated real-world experience of working as an IT support technician. Students will build the skills needed to install, configure, maintain and troubleshoot computer hardware, peripheral devices, operating systems, mobile devices, and simple networks through realistic hands-on scenarios. Students will also learn how to employ security best-practices to protect workstations and small networks from attackers. Students will also develop their professional, communications, collaboration, and customer service skills; helping prepare them to enter the technology workforce. This series is also designed to help students prepare to sit for the CompTIA A+ (200-1001 and 220-1002) certification exams. Must be taken in sequence.

## **IT 251**

### **Network Fundamentals**

**(6 credits)**

This course provides students a simulated real-world experience of working as an entry-level network administrator. Students will build the skills needed to install, configure, maintain and troubleshoot complex networks through realistic hands-on scenarios. Students will also develop their professional, communications, collaboration, and customer service skills; helping prepare them to enter the technology workforce. This course is also designed to help students prepare to sit for the CompTIA Network+ (N10-007) certification exam. Prerequisite: IT 201-204.

## **IT 281**

### **Cybersecurity Fundamentals**

**(6 credits)**

This course provides students a simulated real-world experience of working as an entry-level cybersecurity specialist. Students will build the skills needed to protect systems and networks from a variety of threats. Students will also learn about fundamental security concepts such as cryptography, access controls, and risk management. Students will also develop their professional, communications, collaboration, and customer service skills; helping prepare them to enter the technology workforce. This course is also designed to help students prepare to sit for the CompTIA Security+ (SY0-501) certification exam. Prerequisite: IT 251.

## **IT 290**

### **IT Practicum**

**(4 credits)**

The IT Practicum is an educational experience designed for students to continue to practice and learn the technical skills they have gained in their IT/Cybersecurity courses in another professional setting. The specific course activities are determined in collaboration with a site supervisor and internship supervisor. Prerequisites: IT 251 and 281.

## **IT 301, 302**

### **Windows Administration I, II**

**(4 credits each)**

This two-course series provides students a simulated real-world experience of working as an entry-level Microsoft Windows Server administrator. Students will build the skills needed to install, configure and manage Windows servers and Active Directory domains. In this series students will also learn about Hyper-V virtualization, PowerShell scripting, and Azure cloud services. Students will also develop their professional, communications, collaboration, and customer service skills; helping prepare them to enter the technology workforce. Must be taken in sequence. Prerequisite: IT 251, 281.

## **IT 311, 312**

### **Linux Administration I, II**

**(4 credits each)**

This two-course series provides students a simulated real-world experience of working as an entry-level Linux system administrator. Students will build the skills needed to install, configure and manage Linux based servers and workstations. In this series students will also learn about shell scripting. Students will also develop their professional, communications, collaboration, and customer service skills; helping prepare them to enter the technology workforce. Must be taken in sequence. Prerequisite: IT 301, 302.

**IT 481****Security Assessments and Audits****(8 credits)**

This course provides students the experience of working as a cybersecurity analyst involved in the testing and auditing of an organization's information systems security (Red Team). Students will build the skills needed to conduct a basic security assessment, including vulnerability scanning, penetration testing, and application testing, as well as a simple compliance audit. In this course students will also learn about the tools and techniques used by attackers to compromise systems and networks, and how to defend against them. Students will also develop their professional, communications, collaboration, and customer service skills; helping prepare them to enter the technology workforce. At the end of the course students will participate in a realistic security assessment activity that will require them to apply all their skills acquired throughout the program. Prerequisite: IT 301, 302, 311, 312.

**IT 482****Incident Response and Analysis****(8 credits)**

This course provides students the experience of working as a cybersecurity analyst involved in monitoring and defending an organization's information systems (Blue Team). Students will build the skills needed to analyze data from a variety of security tools, identify and address vulnerabilities, and respond to and recover from security incidents. Students will also develop their professional, communications, collaboration, and customer service skills; helping prepare them to enter the technology workforce. This course is also designed to help students prepare to sit for the CompTIA CySA+ (CS0-002) certification exam. Prerequisite: IT 481.

**IT 490****Cybersecurity Capstone/Internship****(1-12 credits)**

The IT Internship is an educational experience designed for students to continue to practice and learn the technical skills they have gained in their IT/Cybersecurity courses in another professional setting. The specific course activities are determined in collaboration with a site supervisor and internship supervisor. Prerequisites: IT 481 and 482.

**KINESIOLOGY****KIN 230****Introduction to Kinesiology****(3 credits)**

This course is designed to give students interested in kinesiology an introduction to the majors available at Warner Pacific University. The disciplines of Sports Management, Kinesiology (Exercise Science), and Sports Medicine will be represented. The basic terms and concepts, important issues, current trends, and professional avenues available in each discipline will be presented. Students will understand and be able to select a major in the department by the end of the course.

**KIN 310****Motor Learning****(3 credits)**

(Alternate years 2021-2022)

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 121 or 221

**KIN 325****Biomechanics****(3 credits)**

Study of the anatomical and bio-mechanical aspects of human motion with comprehensive attention to functional human anatomy. Prerequisites: BIO 121, EN 112.

**KIN 350****Care and Prevention of Athletic Injuries****(3 credits)**

(Alternate years 2021-2022)

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 121, EN 112.

**KIN 360****Organization and Administration of Sports****(3 credits)**

(Alternate years 2020-2021)

This course will examine the provision of sport services through the exploration of organizational planning and decision making at recreational, scholastic and intercollegiate levels. This includes understanding various roles within an organization as well as staffing and managing diversity. Emphasis will be placed on experiential learning as a means of evaluating programs, service quality and effectiveness. Prerequisite: KIN 230 or consent of instructor.

**KIN 460****Tests, Measurements and Evaluation in Exercise Science****(3 credits)**

(Alternate years 2020-2021)

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. Prerequisites: EN 111+112, Junior class standing.

**KIN 470****Adapted Physical Education****(3 credits)**

(As needed)

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: BIO 121, KIN 230, EN 112.

**KIN 475****Exercise Physiology****(4 credits)**

(Alternate years 2021-2022)

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 121, EN 112.

**KIN/HE/SRM/SM 490****Senior Seminar****(1 credit)**

The course will encompass a survey of research, literature, professional ethical considerations and career opportunities in areas related to athletics. Students will complete professional development activities including writing a resume, critical review of the current literature, and other items. Prerequisite: Senior standing.

## **KIN/HE/SM/SRM 494**

### **Internship**

**(1-6 credits)**

A field work practicum proposed by the student, involving experience pertinent to physical education, kinesiology, or health fitness management. Pass/No Pass grade. Prerequisite: Current First Aid/CPR certification and instructor consent.

## **MATHEMATICS**

### **MA 90**

#### **Elementary Algebra**

**(3 credits)**

Elementary algebra is the first course in the algebra sequence. This course will cover simplifying expressions, solving linear equations and inequalities, and solving linear systems of equations. Following the successful completion of this course, students may enter MA 95 or MA 104, depending on major area and skill level. Graded P/NP. Does not fulfill General Education Core Studies requirements for math.

### **MA 95**

#### **Intermediate Algebra**

**(3 credits)**

This course covers concepts and skills of algebra including linear equations, functions, graphs, polynomials, factoring, rational expressions, radicals and other topics. This course is appropriate for students who do not yet feel prepared to take MA 111 College Algebra or another higher level math course. Graded P/NP. Does not fulfill General Education Core requirements for math.

### **MA 104**

#### **Math for Liberal Arts**

**(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. Meets General Education Core Studies outcome L8. Prerequisites: 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. This is an appropriate general education 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. Meets General Education Core Studies outcome L8. 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 115**

#### **Precalculus**

**(4 credits)**

Precalculus is the study of functions: polynomial, rational, exponential, logarithmic, and trigonometric. Functions are examined through problem solving, graphing, and application (with the aid of graphing calculators). Meets General Education Core Studies outcome L8. 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 211****Fundamentals of Elementary Mathematics I****(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. Meets General Education Core Studies outcome L8. Prerequisites: 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.

**MA 212****Fundamentals of Elementary Mathematics II****(3 credits)**

A course for prospective elementary and middle school teachers with a focus on problem solving. Topics include geometry, measurement, statistics, and probability. Prerequisites: 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.

**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. Prerequisite: MA 115 or equivalent.

**MA 252****Calculus II****(4 credits)**

(Alternate years 2021-2022)

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)**

(Alternate years 2021-2022)

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. Meets General Education Core Studies outcome L8. Prerequisite: MA 95 or equivalent.

**MA 343****Linear Algebra****(3 credits)**

(Alternate years, 2020-2021)

Topics in matrix algebra, including vector spaces, determinants, systems of linear equations, eigenvalues, eigenvectors, linear transformations, and proof. Prerequisite: MA 251 with grade of C or better.

## MA 356

### **Discrete Mathematics**

**(3 credits)**

(Alternate years, 2020-2021)

Introduction to the mathematical analysis of finite collections, data structures and algorithms. Topics include set theory, logic, methods of proof, combinatorics, sequences, recurrence relations, and graph theory. Prerequisite: MA 251 with grade of C or better.

## MUSIC

### **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. Students pay the university 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 111**

#### **Understanding Music**

**(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 112**

#### **Intro to Song Writing**

**(2 credits)**

An introduction to the primary elements of Music Theory with a particular focus on application to song writing.

### **MUS 114/314**

#### **Concert Choir**

**(1-2 credits)**

Study and performance of representative sacred and secular choral literature. Prerequisites: 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 Pacific 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 125****Social Justice Community Choir****(1-2 credits)**

An exploration of historical and contemporary social issues through the lens of music. The course includes elements of study, discussion, demonstration, and performance of music as a force for raising social awareness or generating change. No previous musical experience is necessary. Course may be repeated.

**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 280/380****Music Leadership****(3 credits)**

Students learn to lead music in a variety of settings (education, worship, rehearsals, etc.). Students learn basic conducting skills and rehearsal technique.

**MUS 300****Music Performance Consortium****(2 credits)**

The Music Performance Consortium invites auditioned musicians to select, arrange, rehearse, present, and assess creative musical selections in contemporary styles. Extremely collaborative, and highly visible via bi-weekly performances at local venues, the Consortium moves the students from ideas to performance and explores not only the production of music, but various relational and business requirements for industry success. The Consortium works together as a whole and encourages the formation of smaller musical ensembles drawn from its members.

**MUS 414****Concert Choir with Leadership****(1-2 credits)**

Study and performance of representative sacred and secular choral literature. Prerequisite: Senior class standing and six semesters of Concert Choir or by consent of the instructor. Experience will be gained in leadership responsibilities. Course may be taken a total of two times.

**MUS 415****Wind Ensemble with Leadership****(1-2 credits)**

Study and performance of representative concert band literature. Prerequisite: Senior class standing and six semesters of Wind Ensemble or by consent of the instructor. Experience will be gained in leadership responsibilities. Course may be taken a total of two times.

**MUS 416****Chamber Ensemble with Leadership****(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. Prerequisite: Senior class standing and six semesters of Chamber Ensemble or by consent of the instructor. Experience will be gained in leadership responsibilities. Course may be taken a total of two times.

**MUS 417****Jazz Band with Leadership****(1 credit)**

A performance ensemble for musicians wishing to develop their jazz playing and improvisation. Prerequisite: Senior class standing and six semesters of Jazz Band or by consent of the instructor. Experience will be gained in leadership responsibilities. Course may be taken a total of two times.

**MUS 418****Warner Pacific Chorale with Leadership****(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: Senior class standing and six semesters of Warner Pacific Chorale or by consent of the instructor. Experience will be gained in leadership responsibilities. Course may be taken a total of two times.

**MUS 419****Vocal Jazz Ensemble with Leadership****(1 credit)**

Study and performance of representative vocal jazz charts. Prerequisite: Senior class standing and six semesters of Vocal Jazz or by consent of the instructor. Experience will be gained in leadership responsibilities. Course may be taken a total of two times.

## **MUS/PM/REL 443**

### **Planning and Leading Worship**

**(3 credits)**

(As needed)

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.

## **NURSING**

### **NURS 210**

#### **Interprofessionalism in Nursing**

**(3 credits)**

This didactic course socializes BSN students from the cornerstone of a liberal arts education to interprofessionalism within professional nursing practice according to an organizing framework. The framework features WPU core themes, nursing metaparadigm concepts, essentials of nursing education, and standards of professional nursing practice. The course explores nursing as a theory-driven discipline and values-based profession whose members collaborate with other professionals to improve health outcomes for diverse recipients of care across the lifespan, including at end of life. Prerequisites: Completion of General Education Core and Pre-Nursing Courses with a GPA of > 2.5.

### **NURS 301**

#### **Pathophysiology**

**(3 credits)**

Description: This didactic course focuses on concepts of pathophysiology essential to understanding diseases and disabling conditions that can affect body systems across the lifespan. Provision of holistic, patient-centered care depends on an understanding of pathophysiology. Prerequisites: Completion of General Education Core and Pre-Nursing Courses with a GPA of > 2.5.

### **NURS 302**

#### **Pharmacology**

**(3 credits)**

Description: This didactic course examines pharmacotherapeutic agents used in the treatment of illness and the promotion, maintenance, and restoration of wellness in diverse individuals across the lifespan, including at end of life. Content emphasizes principles of pharmacokinetics, pharmacodynamics, and pharmacogenetics/genomics in the treatment of prevalent illnesses and pain management. The course includes concepts of safe drug administration and monitoring of the effects of selected pharmacotherapeutic agents. Content also addresses clinical prevention through principles of “farmacology” (organic and whole food approaches). Prerequisites: Completion of General Education Core and Pre-Nursing Courses with a GPA of > 2.5.

### **NURS 336**

#### **Health Assessment and Health Promotion**

**(4 credits)**

This didactic and skills development course provides students with further application of the nursing process and critical thinking skills integral to nursing interventions for primary, secondary, and tertiary prevention. In a laboratory setting and building on knowledge from the liberal arts, students will expand and refine the observational and psychomotor skills required for assessing the health status and needs of patients across the lifespan, with a focus on the health of adult men and women and older adults. Pre- or Co-requisites: Completion of General Education Core and Pre-Nursing Courses with a GPA of > 2.5 and NURS 210.

**NURS 340****Medical-Surgical Nursing I: Providing Care****(5 credits)**

This didactic, skills development, and clinical course introduces medical-surgical nursing practices in the provision of care for diverse adults and older adults, including at end of life. The course examines and applies convictions, knowledge, skills, and attitudes arising from a liberal arts foundation, professional standards, evidence-based practice guidelines, and interprofessionalism to patient care. A key topic is pain management. Prerequisites: NURS 210, NURS 301, NURS 302, and NURS 336.

**NURS 350****Diversity, Equity and Advocacy****(3 credits)**

This didactic course examines the importance of cultural intelligence and advocacy in the processes of increasing quality of care, decreasing cost of care, increasing access to care, and improving interprofessional communication and collaboration on behalf of diverse recipients of care. Concepts of various socio-cultural, economic, educational, and cultural communication patterns, as well as geographical location, are examined as influences in healthcare processes for both patient and care provider. Equitable frameworks of health care are examined to develop strategies of patient and provider advocacy, to address access to quality care, and to create healthcare environments where patients and interprofessional providers are valued for their unique cultural backgrounds, empowered to engage in healthcare processes, and supported to achieve their healthcare goals. Prerequisite: NURS 210.

**NURS 370****Research, Statistics and Evidence-Based Practice****(3 credits)**

This didactic course serves as an introduction to the research process and its integration into professional nursing practice. Students learn how to discern between quantitative and qualitative research, how to locate and critically analyze nursing research, and how to identify their role in the research process as professional nurses. Statistical methods used in nursing research are introduced and applied in the context of reading current nursing research. Students will apply the steps of the research process to address a patient care problem identified in clinical practice. Students will also analyze and evaluate nursing research literature and various evidence-based practice models for their effect on healthcare equity and accessibility. Prerequisites: NURS 340 and NURS 350.

**NURS 380****Maternal & Neonatal Health Nursing****(3 credits)**

This didactic, skills development, and clinical course extends the art and science of nursing and the various roles of the nurse as they apply to diverse and self-identified childbearing families. Students use the nursing process and QSEN competencies to relate to biophysical, psychosocial, cultural, and spiritual principles that have an impact on the childbearing family. Best evidence forms the basis for nursing care and management. The course also addresses family theories and dynamics and emphasizes a family-centered approach during antepartum, intrapartum, postpartum, and neonatal clinical experiences. Prerequisites: NURS 340 and NURS 350.

## **NURS 390**

### **Elective Externship**

**(2-3 credits)**

This pass/fail elective externship is a clinical immersion for nursing students who have completed their junior year. Participating students, under the preceptorship of a registered nurse, provide direct patient care in selected health care settings. The clinical practicum of 24-36 hours per week focuses on the nursing process, critical thinking, organizational skills, clinical competency, and decision-making in the practice setting. A clinical agency may offer a paid practicum, which is negotiated with individual students at the time of application. Supporting seminars, held every other week during the externship, bring students together with course faculty to discuss ethical, legal, and professional practice issues through the lens of the program's organizing framework. All students and preceptors are in communication with the course faculty or clinical instructor through site visits and weekly conferences. Prerequisites: NURS 340 and NURS 350.

## **NURS 400**

### **Child and Adolescent Health Nursing**

**(3 credits)**

This didactic and clinical course focuses on the art and science of providing ethical, evidence-based nursing care to diverse children and adolescents within ANA standards, National Patient Safety Goals, and the QSEN Institute's quality and safety framework. Utilizing current patient care technologies and practice guidelines, the course emphasizes the understanding of pathophysiology unique to pediatric and adolescent populations in the provision of quality nursing care. For each developmental level, course content holistically addresses relevant anticipatory guidance, health promotion, and developmentally appropriate communication strategies. In addition, the course examines health care policy, finance, and regulatory environments affecting diverse children and adolescents. Prerequisites: NURS 340 and NURS 350.

## **NURS 410**

### **Family and Community Health Nursing**

**(3 credits)**

This didactic and clinical course introduces students to the extension of nursing to a patient's family, to health of diverse families in a larger geographic community, and to community-based health care and prevention topics, with an emphasis on social justice and equity. Students develop an understanding of the history of community health nursing, along with the various roles, delivery systems and models, and stratification of services that form the foundation of community health nursing. Students practice the role of a community health nurse with public and home health care systems, with an emphasis on reflecting increased cultural intelligence (competence and humility). Building on existing skills, students will assess health needs, plan, and implement appropriate primary, secondary, and tertiary prevention interventions for diverse and vulnerable population groups in a variety of community settings, emphasizing safe and ethical practice. Evaluation of political processes related to emergency preparedness, local community health funding, and equitable patient/family/community access to healthcare is included. Prerequisites: NURS 340 and NURS 350.

## **NURS 440**

### **Medical-Surgical Nursing II: Managing Care**

**(5 credits)**

This didactic, skills refresher, and clinical course presents the nurse's advanced roles of designer, manager, and coordinator of care in relation to human responses to alterations in health. The course provides students with skills to balance the maintenance of optimal health for adult and older adult recipients of care, equitable access to care, and

resource management with a focus on persons' autonomy in care decisions. Content focuses on pathophysiology, corresponding medical-surgical nursing management, and the application of nursing process in the provision of holistic care for diverse adults and older adults. Content is organized around improved health outcomes and evidence based practice models. The focus of clinical practice is continuing development of organizational skills, priority setting, critical thinking, clinical reasoning, and problem solving as the student continues to assimilate the roles of the professional nurse in complex clinical settings. Prerequisites: NURS 340 and NURS 350.

#### **NURS 460**

##### **Leadership I: Epidemiology, Prevention & Informatics (3 credits)**

This didactic course extends a foundation in the liberal arts to application of a systems-based ecological model as a framework for understanding determinants of health in diverse populations. Senior students embrace responsibility and accountability for clinical leadership related to clinical prevention and population health. The course expands the nurse's role in stewardship of holistic human health and healing through principles of epidemiology and biostatistics, clinical prevention and harm reduction, and use of informatics to mitigate error and improve interprofessional communication and collaboration. Pre- or co-requisites: NURS 370 and NURS 410.

#### **NURS 470**

##### **Mental Health Nursing (3 credits)**

This didactic and clinical course addresses the principles and techniques of therapeutic communication and interprofessional collaboration as applied to working with patients who present with symptoms of mental health disorders in acute care and community-based settings. Contemporary issues in the field of mental health nursing are explored from a liberal arts foundation to attend to psychosocial, spiritual, cultural, emotional, and biophysical alterations as well as economic, legal, and ethical environments of recipients of care. Based on ANA standards of practice, the role of the nurse focuses on health promotion, disease prevention, and management for patients with mental health conditions across the life span. Students apply theoretical concepts of compassionate care and emotional support in clinical areas while working with diverse individuals, families, groups, communities, and vulnerable populations with varying levels of complexity. Prerequisites: NURS 340 and NURS 350.

#### **NURS 480**

##### **Leadership II: Caring, Safety and Leadership (3 credits)**

This didactic and clinical leadership course focuses on the nurse as a change agent and coordinator of human, fiscal, and material resources in the health care delivery system. Clinical judgment and beginning application of management knowledge will support the establishment of priorities for nursing care and improved health outcomes. Strategies and skills of clinical reasoning necessary for the "Healing Trinity" of caring, safety, and leadership are explored and analyzed in relation to the nursing process, performance standards, and QSEN Competencies. Content emphasizes analysis and use of outcome measures to promote quality care, patient safety, and systems leadership in healthcare delivery systems. Leadership of nursing and interprofessional teams utilizing both formal and informal power to promote quality, person-focused care is explored, with a focus on the influence of cultural and spiritual factors on decision-making for diverse recipients of care. Prerequisite: NURS 460.

## **NURS 490**

### **Leadership III: Leadership and Management Capstone (6 credits)**

This pass/fail capstone seminar and clinical course builds on existing knowledge and skills, focusing on the application of leadership strategies and skills necessary for the role of the nurse as a manager of care, including reflective practice, conflict management, and cultural intelligence (competence and humility). Emphasis is on development and refinement of leadership skills, collaborative care, conflict resolution, effective interprofessional communication techniques, and resource utilization and management. Students' clinical logs will emphasize their nursing actions to establish a nurse-patient relationship, improve health outcomes, promote patient safety, and demonstrate leadership as they fulfill a capstone clinical experience as an "RN Proxy." Prerequisites: NURS 440 and NURS 480.

## **PHILOSOPHY**

### **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 2021-2022)

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 111+112.

### **PHIL/SRM 250**

#### **Sports Ethics (3 credits)**

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. Prerequisites: Sophomore class standing, EN 111+112.

### **PHIL 350**

#### **History of Western Philosophy (3 credits)**

(As needed)

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 111+112.

### **PHIL 379**

#### **Major Philosophers**

**(3 credits)**

(As needed)

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.

## **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. Does not meet General Education Core Studies outcomes. Sports eligible for credit in fall semester: M/W Soccer, M/W Cross Country, Volleyball. Sports eligible for credit in spring semester: M/W Basketball, M/W Track and Field, M/W Wrestling, Softball. 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. This course partially fulfills General Education Core Studies outcome C3; the student should take HE 150 or HE 220 to complete fulfillment of C3.

### **PE 103**

#### **Golf**

**(1 credit)**

(As needed)

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 2020-2021)

Basic skills, rules, and history of selected team sports.

### **PE 107**

#### **Tennis**

**(1 credit)**

(As needed)

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 109****Wellness Activities****(1 credit)**

(As needed)

This course provides a variety of activities designed to promote a condition of wellness. Emphasis on flexibility, cardiovascular conditioning, muscle strength and endurance.

**PE 110****Futsal****(1 credit)**

Beginning skill and knowledge in futsal or soccer is assumed. This course is designed to increase proficiency in skill, technique and strategy as to increase enjoyment of the game whether as a player and/or spectator. This course partially fulfills General Education Core Studies outcome C3; the student should take HE 150 or HE 220 to complete fulfillment of C3.

**PE 111****Martial Arts****(1 credit)**

(As needed)

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. This course partially fulfills General Education Core Studies outcome C3; the student should take HE 150 or HE 220 to complete fulfillment of C3.

**PE 113****Hiking****(1 credit)**

This course provides essential knowledge and practice in hiking technique and theory. This course partially fulfills General Education Core Studies outcome C3; the student should take HE 150 or HE 220 to complete fulfillment of C3.

**PE 118****Yoga****(1 credit)**

This course aims to provide students with a fundamental knowledge of the holistic practice of yoga with a primary focus on yoga asana, in its diverse forms. This course is appropriate for students new to the practice of yoga, and for those who already practice yoga. This course will introduce students to using yoga practice to enhance one's own spirituality. This fundamental knowledge of Yoga and its practice will equip students with confidence as they consider integrating yoga as lifelong wellness activity. This course partially fulfills General Education Core Studies outcome C3; the student should take HE 150 or HE 220 to complete fulfillment of C3.

**PE 119****Urban Adventures****(1 credit)**

This course provides opportunities to engage in a variety of physical activities in the city of Portland. Emphasis is placed on those activities unique to Portland. This course partially fulfills General Education Core Studies outcome C3; the student should take HE 150 or HE 220 to complete fulfillment of C3.

## **PE 300-309**

### **Professional Activities**

**(2 credits each)**

A battery of courses designed to provide 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 General Education Core Studies requirements.)

### **PE 301**

#### **Professional Activities: Conditioning Methods**

**(2 credits)**

(As needed)

### **PE 304**

#### **Professional Activities: Individual and Dual Sports**

**(2 credits)**

(As needed)

### **PE 306**

#### **Professional Activities: Team Sports**

**(2 credits)**

(As needed)

### **PE 307**

#### **Professional Activities: Elementary P.E. Methods**

**(2 credits)**

(As needed)

### **PE 309**

#### **Professional Activities: Wellness**

**(2 credits)**

(As needed)

## **PHYSICAL SCIENCE**

### **PHS 101**

#### **Introduction to Physical Science**

**(4 credits)**

(Alternate years 2020-2021)

An introduction to the principles of physics, chemistry, and earth sciences. This course is specifically designed for non-science majors who want to fulfill General Education Core Studies outcome L7. Lecture and laboratory. 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 230/330**

#### **Geology**

**(4 credits)**

(Alternate years 2021-2022)

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. Meets General Education Core Studies outcome L7. 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 socio-environmental change. Meets General Education Core Studies outcome U2. Prerequisite: Junior class standing.

## **PHYSICS**

### **PHY 121**

#### **Introduction to Physics**

**(4 credits)**

This course introduces concepts of physics related to mechanics, heat, waves and optics, electricity and magnetism, and other topics. This course is offered only through the Dual Credit program.

### **PHY 221**

#### **General Physics I**

**(4 credits)**

(Alternate years 2021-2022)

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.

### **PHY 222**

#### **General Physics II**

**(4 credits)**

(Alternate years 2021-2022)

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: PHY 221. Lab fee required.

## **POLITICAL SCIENCE**

### **PS 140**

#### **American Government**

**(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.

### **PS 200**

#### **Foundations of the American Legal System**

**(3 credits)**

This course introduces students to the laws and the legal system in the United States through analysis of Constitutional law, civil and criminal law, torts, contracts, and

property. Students will learn about the judicial systems at the federal and state levels, consider the difference between ethics and law, discover how to read court cases, and evaluate challenges of equity and equality in the judicial system. Prerequisite: EN 111 (concurrent enrollment allowed)

### **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 2020-2021)

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 2021-2022)

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: EN 111 plus one course from PS 140, PSY 140, PSY 141, SOC 140.

### **PS 450**

#### **American Government Studies**

**(3-15 credits)**

(As needed)

# PSYCHOLOGY

## **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 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. Prerequisites: PSY 140 (or 141), EN 111.

## **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 one-day 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, intention to complete the TIP training program and volunteer for one year, and consent of the instructor.

*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 (PSY 392/492) concurrently. The student is responsible for paying a \$50 fee for the training manual directly to TIP the first night of the training.*

## PSY/SOC 350

### **Social Psychology (3 credits)**

Social Psychology is the systematic study of human behavior and its causes. Students will critically examine how human behavior is influenced by circumstances, other individuals, groups, and by social structures. The course seeks to understand both individual behavior and group behavior, and how individuals impact groups, and conversely how being part of a group shapes individuals. Prerequisites: PSY 140 or 141 or SOC 140, EN 111.

## 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: Sophomore class standing, consent of instructor.

## PSY 401

### **History and Systems of Psychology (3 credits)**

(Alternate years 2021-2022)

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. Prerequisites: PSY 140 (or 141), EN 111+112.

## PSY 402

### **Personality Theory (3 credits)**

(Alternate years 2020-2021)

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. Prerequisites: PSY 140 (or 141), EN 111+112.

**PSY 416****Educational and Psychological Testing and Assessment (3 credits)**

(Alternate years 2020-2021)

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: Junior class standing, PSY 140 (or 141), EN 111+112.

**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. Prerequisites: Junior class standing, PSY 140 (or 141), EN 111+112.

**PSY 441****Stress, Crisis, Trauma and Self-Care (3 credits)**

(Alternate years 2020-2021)

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. Prerequisites: Junior class standing, PSY 140 (or 141), EN 111+112.

**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. Prerequisite: 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 2021-2022)

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)**

(As needed)

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 291****Religious and Philosophical Foundations of Ethical Practice** **(3 credits)**

This course involves an examination of religious and philosophical approaches to moral decision making, the development of a refined ethical perspective that takes into consideration care for one's neighbors as well as one's self, and the creation of an action plan for making moral decisions which will have a positive impact on the workplace and society. Available only in the Certificate in Ministry Leadership and Practice program.

**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)**

(As needed)

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/SS 335****Restorative Justice****(3 credits)**

In this course, students will critically examine the values, principles, and practices of restorative justice as it compares to the more familiar U.S. criminal legal system. The course explores the needs and roles of key stakeholders (victims, offenders, communities, justice systems) and identifies challenges and possibilities to the use of restorative justice models. Students will consider secular and religious understandings of justice – including the indigenous and non-western influences. Students will also have the opportunity to learn from individuals engaged in the practice of restorative justice. Prerequisites: PSY 140 (or 141), SOC 140.

**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 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/MUS/PM 443****Planning and Leading Worship****(3 credits)**

(Alternate years 2021-2022)

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 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 2021-2022)

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 REL 572 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 REL 571. Students who have received an "In Progress" in REL 571 must register for this course to remain in the MA program. Students must continue the extension sequence until successful completion of the thesis (REL 571). 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 REL 571, 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 REL 572 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.

# ENTREPRENEURSHIP/SOCIAL ENTREPRENEURSHIP

## SE 101

### **Introduction To Social Entrepreneurship (3 credits)**

This course will introduce the student to the subject of Social Entrepreneurship. Social entrepreneurship differs from traditional forms of entrepreneurship in that the primary goal of the social venture is to address social problems and needs that are as yet unmet. The driving force of such ventures is social value creation. This course will address a broad range of questions, while recognizing how business is a powerful tool for good in the hands of God. This course will allow the student to associate Warner Pacific's core themes, Urban, Christian, Liberal Arts, and Diversity with future career development, while learning how to make a difference.

## SE 295

### **External Network Development (3 credits)**

This course will introduce students to principles of external network development. Students will focus on navigating the external environment, while learning how to build a business network, both of which is critical to a successful social venture. Students will work in and out of the classroom to see tangible examples of the various forms of entrepreneurship within the community. Each student will observe and learn under supervision in several different expressions of entrepreneurship (private, nonprofit, B-Corp, NGO, government and others) within the Portland Metro area. The student will begin to observe and experience the day-to-day operational activities of organizations. Prerequisites: SE 101, SE 301.

## 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/implementations of the business. The student will explore this topic from the perspective of economic and/or social profit. Typically taken during the junior year, students will use the base of knowledge obtained in SE 101 and leveraging their relationship fostered in SE 295. Prerequisites: SE 101, SE 295.

## 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? Prerequisites: SE 101 or BUS 120 and Sophomore class standing.

## SE 352

### Project Management

(3 credits)

(Alternate years 2020-2021)

This course is a continuation of SE 301 that will focus on the growth, development and sustainability on the enterprise they initiated in SE 301 or students, who find their original entity “unsustainable”, may pivot to a different entity in this course. This course will also serve as an introductory course to project management with an emphasis in practical understanding and application. The course will cover the role of project management including project and program design, controlling, and planning. Students will apply course theme to scale or introduce additional product offerings. Required: Reliable internet access, Microsoft Project, word processing and spreadsheet experience or coursework in computer applications. Prerequisites: SE 101, SE 301.

## SE 364

### Entrepreneurial Finance

(3 credits)

(Alternate years 2021-2022)

This course explores the financial aspects of managing small businesses and entrepreneurial firms (Sole proprietorships, partnership, or small private corporations. During the semester the focus will be on updated financial statement coverage, forecasting definitions and formulas, equipment replacement by using the low-cost model, application of operation techniques to small business examples including capital budgeting and working capital management. Prerequisite: Sophomore class standing.

## 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 class standing.

## SOCIAL SCIENCE

### 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.

### SS 201

#### Seminar in 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. May fulfill Core Studies requirements.

**SS/SOC 250****Criminology****(3 credits)**

This course examines the foundations, including criteria for assessing crimes; theories, from rational choice to social reaction; and types of crime. While focusing upon prevailing criminological wisdom, this course attempts to provide a broader view of criminality through highlighting some less recognized types of crime. These include economic crimes and crimes without victims and victims without crimes. Other issues will include guns, homicide, drugs, gangs, media, race, gender, and white collar crimes. Students will also consider how one's faith influences one's approach to crime and the criminal. Prerequisites: SOC 140 or PSY 140 or PSY 141.

**SS/REL 335****Restorative Justice****(3 Credits)**

In this course, students will critically examine the values, principles, and practices of restorative justice as it compares to the more familiar U.S. criminal legal system. The course explores the needs and roles of key stakeholders (victims, offenders, communities, justice systems) and identifies challenges and possibilities to the use of restorative justice models. Students will consider secular and religious understandings of justice – including the indigenous and non-western influences. Students will also have the opportunity to learn from individuals engaged in the practice of restorative justice. Prerequisites: PSY 140 (or 141), SOC 140, junior class standing.

**SS 350/450****Overseas Study****(3-15 credits)**

(As needed)

**SS 351****Cultural Anthropology****(3 credits)**

(Alternate years 2020-2021)

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. Prerequisites: EN 111 plus one course from PS 140, PSY 140, PSY 141, SOC 140, or consent of instructor.

**SS/PS/SOC 355****International Relations****(3 credits)**

(Alternate years 2021-2022)

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. Prerequisites: EN 111 plus one course from PS 140, PSY 140, PSY 141, SOC 140.

**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. Prerequisites: PSY 140 or 141 or SOC 140, sophomore class standing 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 Excel statistical software package. Prerequisite: College-level math course; MA 104 or MA 342 are recommended.

**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. Prerequisites: Junior class standing, EN 111+112.

**SS/SW 420****Addictions, Mental Health, and Trauma****(3 credits)**

This course examines how substance abuse, addiction, trauma, and mental health issues are contributing factors in criminal activity and victimology. Students will gain understanding of substance abuse, incorporating developmental approaches, treatment models, relapse prevention, issues of diversity, and impact on significant others. Students will also acquire knowledge of mental health problems, and learn a common language for diagnosis and treatment interventions. Students will learn about trauma, its impact on the brain, trauma across the lifespan (emphasis on developmental trauma), as well as, pathways for healing. Culturally competent, strength-based, and family systems approaches will be featured. Prerequisites: Junior class standing, PSY 140 or PSY 141, SOC 140, EN 111+112.

**SS/SW 485****Human Trafficking and Human Rights****(3 credits)**

This course is designed to help students gain a better understanding of contemporary human trafficking and human rights. Students will examine human trafficking through a human rights approach and investigate violations of human rights as causes and consequences of human trafficking. Students will learn about various human rights abuses at different stages in the trafficking cycle. Students will also learn about the physical, emotional, psychological, and spiritual trauma experienced by victims of human trafficking and the methods used to recruit and control them. Key terminology, types of human trafficking, and an understanding of the scope of the problem, both domestically and globally will be addressed. The roles that entities such as government, NGOs, media, faith-based agencies, organized crime and culture play in this complex human rights and social (in)justice issue will also be explored. A focus on the local community is at the heart of this course and the format integrates guest speakers invested in human rights and anti-trafficking work. Prerequisite: Junior class standing or consent of instructor.

## 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 or PSY 141 or SOC 140 and consent of instructor.

## SOCIAL WORK

### 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. Prerequisite: EN 111 (concurrent enrollment allowed)

### SW/HD 330

#### Life Span Human Development

(3 credits)

A course for Social Work and non-majors in Human Development, Psychology and Human Development and Family Studies. This course analyzes theories of human behavior in the social environment from a lifespan developmental approach. The study of the mental, physical, emotional, interpersonal, and spiritual development of an individual from birth to death is explored through the life stages and transitions of infancy; childhood; adolescence; early, middle, and late adulthood; and death and dying. This course examines the complexities of human development and behavior of individuals, families, communities, groups, and organizations, as well as the interaction of the biological, psychological, and social factors that shape experiences. The course provides a broad understanding of how humans develop within the family system and within the social context. Prerequisites: EN 111, PSY 140 (or 141).

### 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 or PSY 141 or SOC 140 or consent of instructor.

### SW 380

#### Practice I: Individuals

(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. Prerequisite: SW 200 or consent of instructor.

### **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. Prerequisite: SW 200.

### **SW 390**

#### **Practice III: Organizations and Communities (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. Prerequisite: SW 200 or consent of instructor.

### **SW/SS 420**

#### **Addictions, Mental Health, and Trauma (3 credits)**

This course examines how substance abuse, addiction, trauma, and mental health issues are contributing factors in criminal activity and victimology. Students will gain understanding of substance abuse, incorporating developmental approaches, treatment models, relapse prevention, issues of diversity, and impact on significant others. Students will also acquire knowledge of mental health problems, and learn a common language for diagnosis and treatment interventions. Students will learn about trauma, its impact on the brain, trauma across the lifespan (emphasis on developmental trauma), as well as, pathways for healing. Culturally competent, strength-based, and family systems approaches will be featured. Prerequisites: PSY 140 or 141, SOC 140, EN 111+112.

### **SW 481**

#### **Family Violence Across the Life Span (2 credits)**

(Alternate years 2020-2021)

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 or PSY 141 or SOC 140 or consent of instructor.

**SW 482****Child Welfare****(2 credits)**

(Alternate years 2021-2022)

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 or 141 or SOC 140 or consent of instructor.

**SW/SS 485****Human Trafficking and Human Rights****(3 credits)**

This course is designed to help students gain a better understanding of contemporary human trafficking and human rights. Students will examine human trafficking through a human rights approach and investigate violations of human rights as causes and consequences of human trafficking. Students will learn about various human rights abuses at different stages in the trafficking cycle. Students will also learn about the physical, emotional, psychological, and spiritual trauma experienced by victims of human trafficking and the methods used to recruit and control them. Key terminology, types of human trafficking, and an understanding of the scope of the problem, both domestically and globally will be addressed. The roles that entities such as government, NGOs, media, faith-based agencies, organized crime and culture play in this complex human rights and social (in)justice issue will also be explored. A focus on the local community is at the heart of this course and the format integrates guest speakers invested in human rights and anti-trafficking work. Prerequisite: Junior class standing or consent of instructor.

**SW 491****Field Practicum I****(4 credits)**

(Fall Semester)

The first 225-hour internship over the 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 SW 495, Field Practicum Seminar I, 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****(4 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 II

(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

### 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 university students clarify their understanding of themselves and the society in which they live.

### SOC/REL 240

#### Introduction to Peace Studies

(3 credits)

(Alternate years 2021-2022)

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. Prerequisite: EN 111 (concurrent enrollment allowed) and sophomore class standing, SOC 140.

**SOC/SS 250****Criminology****(3 credits)**

This course examines the foundations, including criteria for assessing crimes; theories, from rational choice to social reaction; and types of crime. While focusing upon prevailing criminological wisdom, this course attempts to provide a broader view of criminality through highlighting some less recognized types of crime. These include economic crimes and crimes without victims and victims without crimes. Other issues will include guns, homicide, drugs, gangs, media, race, gender, and white collar crimes. Students will also consider how one's faith influences one's approach to crime and the criminal. Prerequisites: SOC 140 or PSY 140 or PSY 141.

**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****Race and Ethnic Relations****(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. Prerequisites: Sophomore class standing, EN 111, SOC 140.

**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: Sophomore class standing, SOC 140 or PS 140, EN 111+112, or consent of instructor.

**SOC/PSY 350****Social Psychology****(3 credits)**

Social Psychology is the systematic study of human behavior and its causes. Students will critically examine how human behavior is influenced by circumstances, other individuals, groups, and by social structures. The course seeks to understand both individual behavior and group behavior, and how individuals impact groups, and conversely how being part of a group shapes individuals. Prerequisite: PSY 140 or 141 or SOC 140, EN 111.

**SOC/SS/PS 355****International Relations****(3 credits)**

(Alternate years 2021-2022)

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: EN 111 plus one course from PS 140, PSY 140, PSY 141, SOC 140.

**SOC/URB 360****Urban Sociology****(3 credits)**

(Alternate years 2021-2022)

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. Prerequisites: SOC 140 or URB 140, EN 111.

**SOC 382****Marriage and Contemporary Family Issues****(3 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. Contemporary family forms will be investigated in a historical setting and examine the internal and external strengths and stressors faced by families. Prerequisites: SOC 140, EN 111.

**SOC/URB 390****Poverty in the Urban Context****(3 credits)**

(Alternate years 2020-2021)

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. in 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. Prerequisites: URB 140 or SOC 140, EN 111.

**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.

**SPORTS MANAGEMENT****SRM 240****Fundamentals of Coaching****(3 credits)**

(Alternate years 2021-2022)

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)**

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. Meets General Education Core Studies outcome C4.

**SRM 260****Sociology in Sport****(3 credits)**

(Alternate years 2021-2022)

This course looks at the relationships between sports and culture, including religion, politics, economics, race, arts and science. Meets General Education Core Studies outcome D2.

**SRM 270****Facilities and Event Management****(3 credits)**

(Alternate years 2020-2021)

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 2021-2022)

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. Meets General Education Core Studies outcome U1. Prerequisite: Sophomore class standing.

**SRM 350****Communications in Sports****(3 credits)**

(Alternate years 2020-2021)

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. Meets General Education Core Studies outcome L12. Prerequisite: Sophomore class standing.

**SRM 360****Sports Finance****(3 credits)**

(Alternate years 2021-2022)

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****(1-6 credits)**

The course connects the Sport and Recreation Management student with practical, relevant, and challenging real-world experiences within the area of sports administration. Each student will be assigned to a work related experience with a university and/or outside supervisor. Prerequisites: Current First Aid/CPR certification, sophomore class standing and instructor consent.

**SRM 450****Sports Law****(3 credits)**

(Alternate years 2020-2021)

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/PHIL 250.

**SRM 460****Sports Marketing****(3 credits)**

(Alternate years 2020-2021)

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/KIN/HE/SM 490****Senior Seminar****(1 credit)**

The course will encompass a survey of research, literature, professional ethical considerations and career opportunities in areas related to athletics. Students will complete professional development activities including writing a resume, critical review of the current literature, and other items. Prerequisite: Senior standing.

**SRM 494****Administrative Internship II****(1-6 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 WPU Community these networking opportunities shape and lead our students to employment opportunities after graduation. Prerequisites: Current First Aid/CPR certification, SRM 394, senior standing and instructor consent.

**SRM 495****Coaching Internship****(1-6 credits)**

This course is a capstone course for the coaching emphasis of the sports 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. Prerequisites: Current First Aid/CPR certification, senior class standing and instructor consent.

## SPORTS MEDICINE

### SM 311

#### **Clinical Evaluation of Athletic Injuries I: Lower Body (3 credits)**

This course is designed to provide students with specific knowledge and practical skills required for sports injury assessment and evaluation techniques. This course will explore the basic mechanisms of athletically-related injuries specific athletic injuries to various parts of the lower body and the process and components of an injury evaluation. Students are provided multiple opportunities to reinforce their knowledge with hands-on practice. Prerequisites: BIO 221, 222, EN 111,112.

### SM 312

#### **Clinical Evaluation of Athletic Injuries I: Upper Body (3 credits)**

This course is designed to provide students with specific knowledge and practical skills required for sports injury assessment and evaluation techniques. This course will explore the basic mechanisms of athletically-related injuries specific athletic injuries to various parts of the upper body and the process and components of an injury evaluation. Students are provided multiple opportunities to reinforce their knowledge with hands-on practice. Prerequisites: BIO 221, 222, EN 111+112.

### SM 393

#### **Research Methods in Sports Medicine (3 credits)**

This course provides students with a theoretical introduction and applied experience which will allow them to critically analyze and evaluate completed research in the area of sports medicine. Students will examine methods of assessment, prescription, and evaluation in sports medicine activities and will be involved in designing and presenting a research and evaluation plan. Prerequisites: EN 112, KIN 230, Junior class standing.

### SM 410

#### **Therapeutic Modalities in Sports Medicine (3 credits)**

This course is a study of various therapeutic modalities that aid in the healing process of injuries. The course covers the theory behind and proper use of these modalities with laboratory experience and covers physiological effects, indications, contraindications, protocols, injury pathology, and the reduction of pain. Prerequisites: BIO 221, 222, EN 111, 112, SM 311 or SM 312 (concurrent enrollment allowed).

### SM 420

#### **Therapeutic Exercise and Rehabilitation (3 credits)**

This course covers the specific and applied use of exercise in prevention of injury, improvement of performance, and recovery from disability and dysfunction. Included are treatment goals, exercise prescriptions and rehabilitation techniques. Prerequisites: BIO 221, 222, EN 111,112, SM 311 or SM 312 (concurrent enrollment allowed).

### SM/KIN/HE/SRM 490

#### **Senior Seminar (1 credit)**

The course will encompass a survey of research, literature, professional ethical considerations and career opportunities in areas related to athletics. Students will complete professional development activities including writing a resume, critical review of the current literature, and other items. Prerequisite: Senior standing.

## SM/HE/KIN/SRM 494

### Internship

(1-6 credits)

A field work practicum proposed by the student, involving experience pertinent to sports medicine. Pass/No Pass grade. Prerequisite: Current First Aid/CPR certification, senior class standing and instructor consent.

## THEOLOGY

### TH 200

#### An Introduction to Christian Theologies

(3 credits)

This class is a basic introduction to Christian theologies for students in the certificate program. The goal of the class is to introduce students to processes and practices of critically, constructively, and collaboratively reflecting on some of the major theological themes that have been significant to the historical communities of the Christian faith and which continue to carry important implications for engaging 21st century contexts. Available only in the Certificate of Ministry Leadership and Practice program.

### TH 310

#### Christian Ethics

(3 credits)

This course will engage and analyze both historic and contemporary ethical approaches informed by Christian perspectives and apply them to current complex ethical dilemmas, topics, and contexts. It will do so with an eye toward human dignity, virtue formation, and the social implications of ethical choices. Prerequisite: Sophomore class standing.

### 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 401

#### Constructive Theology I

(3 credits)

(Alternate years 2021-2022)

This class will engage students in processes and practices of critically, constructively, and collaboratively reflecting on some of the major theological themes that have been significant to Christian communities and which continue to carry important implications for engaging 21st century contexts. In this course, students will explore themes such as the role of the theologian and ideas and questions about God, Humankind, Sin, Jesus and Salvation. Students will explore historical interpretations, current questions, and articulate their own approaches to these themes in community with attention to the sources of these ideas and their implications for people and communities today. Prerequisite: Junior class standing.

### TH 402

#### Constructive Theology II

(3 credits)

(Alternate years 2021-2022)

Continuing the work of Constructive Theology I, this class will engage students in processes and practices of critically, constructively, and collaboratively reflecting on some of the major theological themes that have been significant to Christian communities and which continue to carry important implications for engaging 21st century contexts. In this course, building on the work from Constructive Theology I, students will explore themes such as the Holy Spirit, Church and culture, Shalom or the Kingdom of God, and

the function of theology in our world. Students will explore historical interpretations, current questions, and write their own constructive approaches to these themes in community with attention to the sources of these ideas and their implications for people and communities today. Prerequisite: TH 401.

#### **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 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**

##### **Constructive Theology I**

**(3 credits)**

(As needed)

This class will engage students in processes and practices of critically, constructively, and collaboratively reflecting on some of the major theological themes that have been significant to Christian communities and which continue to carry important implications for engaging 21st century contexts. In this course, students will explore themes such as the role of the theologian and ideas and questions about God, Humankind, Sin, Jesus and Salvation. Students will explore historical interpretations, current questions, and articulate their own approaches to these themes in community with attention to the sources of these ideas and their implications for people and communities today.

#### **TH 502**

##### **Constructive Theology II**

**(3 credits)**

(As needed)

Continuing the work of Constructive Theology I, this class will engage students in processes and practices of critically, constructively, and collaboratively reflecting on some of the major theological themes that have been significant to Christian communities and which continue to carry important implications for engaging 21st century contexts. In this course, building on the work from Constructive Theology I, students will explore themes such as the Holy Spirit, Church and culture, Shalom or the Kingdom of God, and the function of theology in our world. Students will explore historical interpretations, current questions, and write their own constructive approaches to these themes in community with attention to the sources of these ideas and their implications for people and communities today. Prerequisite: TH 501.

**TH 505****Independent Study****(2-3 credits)**

(As needed)

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 510****Christian Ethics****(3 credits)**

(As needed)

This course will engage and analyze both historic and contemporary ethical approaches informed by Christian perspectives and apply them to current complex ethical dilemmas, topics, and contexts. It will do so with an eye toward human dignity, virtue formation, and the social implications of ethical choices.

**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****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 2020-2021)

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 2021-2022)

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 111+112; may be taken concurrently. 300 level by consent of instructor; upper division credit available for students who complete a major project.

### **URB/SOC 360**

#### **Urban Sociology**

**(3 credits)**

(Alternate years 2021-2022)

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 2020-2021)

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 2020-2021)

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)**

(Alternate years 2021-2022)

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.

## 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 university (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 university 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 WPU transcript record.
- ❑ Credits earned may be counted as electives toward WPU 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 university.
- ❑ 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 university 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 university 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 BIBLICAL AND THEOLOGICAL FOUNDATIONS FOR MINISTRY

The Religion and Christian Ministries program at Warner Pacific University offers a Certificate in Biblical and Theological Foundations for Ministry for those engaged in ministry and desiring additional training. This certificate is designed to provide those enrolled with scholarly and practical tools for engaging biblical, historical and theological texts; strengthened proficiency for engaging the study and presentation of biblical texts and theological ideas for the formation of individuals and communities; understanding of figures and events that have shaped the story of the Christian church, its ideas, and its practices across times and places; and opportunities to identify, analyze, and construct their theological worldviews. These tools are useful for personal growth as well as professional development in biblical and theological studies for ministry.

24 credits. 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
❑ 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
❑ TH 401	Constructive Theology I	3
❑ TH 402	Constructive Theology II	3

After completing the certificate program, persons will be able to:

- Demonstrate qualities of loving character in relating to God, self, “other,” and the world.
- Work communally and collaboratively.
- Use scholarly methods to study and analyze biblical, historical, and theological texts.
- Utilize a Wesleyan theo-ethical approach to construct and evaluate their own theological values and sources and to determine the concrete implications of those.
- Describe and evaluate major figures and events in the history of the Christian church in context and assess their influence on the church today.
- Integrate their educational journey with their emerging ministry path.

## CERTIFICATE IN MINISTRY PRACTICE FOR COMMUNITY ENGAGEMENT

The Religion and Christian Ministries program at Warner Pacific University offers a Certificate in Ministry Practice for Community Engagement for those engaged in ministry and desiring additional training. This certificate is designed to provide those enrolled with frameworks, skills, and tools for ministry with a community development lens. As such, enrollees will practice skills of both listening and communication; learn tools for community engagement through the approaches of Asset Based Community Development, community organizing, design thinking, and entrepreneurship for ministry; and think practically with the realities of their neighbors in mind. These tools are useful for personal growth as well as professional development for ministry that is embedded in neighborhoods.

24 credits. Required:

<input type="checkbox"/> CM 140	Ministry Practice: Exploring Vocation and Call	3
<input type="checkbox"/> CM 260	Ministry Field Ed.: Ministry of Care	3
<input type="checkbox"/> CM 311	Ministry Field Ed.: Asset Based Community Development & Community Organizing	3
<input type="checkbox"/> CM 312	Ministry Field Ed.: Design Thinking & Entrepreneurship	3
<input type="checkbox"/> CM 345	Methods and Practice of Public Communication for Ministry	3
<input type="checkbox"/> CM 400	Ministry Integrative Capstone	3
<input type="checkbox"/> REL 310	Religions of the World	3
<input type="checkbox"/> TH 310	Christian Ethics	3

### Certificate Learning Outcomes:

After completing the certificate program, persons will be able to:

- Demonstrate qualities of loving character in relating to God, self, “other,” and the world.
- Work communally and collaboratively.
- Connect their own story, stories of their ministry context, and the biblical-historical Christian story and communicate these in written, verbal, and visual formats.
- Integrate their educational journey with their emerging ministry path.
- Utilize a Wesleyan theo-ethical approach to construct and evaluate their own theological values and sources and to determine the concrete implications of those for complex ethical concerns of our time.
- Apply frameworks of deep listening and care within ministry settings.
- Practice basic techniques from community development, community organizing, and design thinking in ministry contexts.
- Recognize and gain appreciative knowledge of religious diversity within our city.

## CERTIFICATE IN MINISTRY LEADERSHIP AND PRACTICE

The Religion and Christian Ministries Department at Warner Pacific University offers a certificate in Ministry Leadership and Practice for those engaged in contextual ministry and desiring additional training. This certificate is designed to provide those enrolled with opportunities for vocational exploration; spiritual formation; contextualized ministry field education; and tools and practice of biblical, theological, and ethical studies as well as forms of communicating for ministry contexts. As such, students in the certificate program will have opportunity to reflect on their own place in the world while developing leadership skills toward coming alongside and partnering in the facilitating of growth for those in their communities.

30 credits. Required:

<input type="checkbox"/>	CM 140	Ministry Practice: Exploring Vocation and Call	3
<input type="checkbox"/>	BI 151	The Bible as Literature	3
<input type="checkbox"/>	CM 211	Ministry Field Education in an Urban Context I	3
<input type="checkbox"/>	REL 220	Christian Spiritual Formation	3
<input type="checkbox"/>	CM 212	Ministry Field Education in an Urban Context II	3
<input type="checkbox"/>	BI 250	Life and Teachings of Jesus	3
<input type="checkbox"/>	TH 200	An Introduction to Christian Theologies	3
<input type="checkbox"/>	CM 345	Methods and Practice of Public Communication for Ministry	3
<input type="checkbox"/>	REL 291	Religious and Philosophical Foundations of Ethical Practice	3
<input type="checkbox"/>	CM 213	Ministry Certificate Integrative Capstone	3

### Certificate Learning Outcomes

After completing the certificate program, persons will be able to:

- Demonstrate qualities of loving character in relating to God, self, “other,” and the world.
- Use scholarly methods to study and analyze biblical, theological, and ethical texts.
- Utilize a Wesleyan theo-ethical approach to construct and evaluate their own theological values and sources and to determine the concrete implications of those.
- Practice and facilitate a contextual approach to ministry.
- Connect their own story, stories of their ministry context, and the biblical-historical Christian story and communicate these in written, verbal, and visual forms.
- Integrate their educational journey with their emerging ministry path.

## CERTIFICATE IN FAMILY LIFE EDUCATION

Warner Pacific University 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 University 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 via NCFR.
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:**

<input type="checkbox"/> PSY 140 or 141	General Psychology	3
<input type="checkbox"/> SOC 140	Principles of Sociology	3

**Major Core:**

<input type="checkbox"/> HD 311	Prenatal/Early Childhood Development	3
<input type="checkbox"/> HD 312	Mid-Childhood/Adolescent Development	3
<input type="checkbox"/> HD 313	Adult Development, Aging and Dying	3
<input type="checkbox"/> HD/HE 320	Human Sexualities	3
<input type="checkbox"/> SS 393	Research Methods and Applied Statistics	4
<input type="checkbox"/> SOC/HIS 340	Race and Ethnic Relations	3

**Family Studies Courses:**

<input type="checkbox"/> SS/COMM 200	Interpersonal Communication	2
<input type="checkbox"/> EDPSY 320	Family Life Education Methodology	2
<input type="checkbox"/> EDPSY 420	Learning Theory	3
<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/PS 345	Social Problems/Public Policy	
<input type="checkbox"/> <b>OR</b> SW 482	Child Welfare	2-3
<input type="checkbox"/> SOC 382	Marriage and Contemporary Family Issues	3
<input type="checkbox"/> HD 480	Family Resource Management	2
<input type="checkbox"/> PSY 392 <b>OR</b> PSY 492	Junior Internship <b>OR</b> Senior Internship	3

**Post-Baccalaureate CFLE 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 University, 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.

**CYBERSECURITY TECHNICIAN CERTIFICATE**

Qualified students may obtain a Cybersecurity Technician Certificate by completing the following courses:

<input type="checkbox"/> IT 201, 202, 203, 204	IT Support I, II, III, IV	4, 4, 4, 4
<input type="checkbox"/> IT 251	Networking Fundamentals	6
<input type="checkbox"/> IT 281	Cybersecurity Fundamentals	6

## Additional Academic Resources

### PROFESSIONAL AND GRADUATE STUDIES (PGS)

Traditionally, a university 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 university studies. The Professional and Graduate Studies program (PGS) offers a distinctive alternative to a traditional university 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 Professional and Graduate Studies program, Warner Pacific University 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 university requirements (including possible coursework outside the cohort study) may earn one of the following degrees:

Associate of Arts in General Studies  
Associate of Arts in Organizational Dynamics  
Associate of Science in Accounting  
Bachelor of Arts in Accounting  
Bachelor of Arts in Business Administration  
Bachelor of Arts in Finance  
Bachelor of Arts in Health Care Administration  
Bachelor of Arts in Ministry and Community Engagement  
Bachelor of Science in Criminal Justice and Criminology  
Bachelor of Science in Early Childhood/Elementary Education  
Bachelor of Science in Human Development  
Master of Arts in Human Services  
Master of Arts in Organizational Leadership  
Master of Arts in Teaching  
Master of Business Administration  
Master of Education

With the completion of additional Social Science courses, PGS 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 two 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, and online. Warner Pacific University 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 University 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 or by email at [degreeauthorization@wsac.wa.gov](mailto:degreeauthorization@wsac.wa.gov). The transferability of credits earned at Warner Pacific University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Warner Pacific University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Warner Pacific University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at Warner Pacific University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas or certificates earned.

Complete details about the PGS program including admission requirements, curriculum, financial aid, etc. can be found in the PGS Bulletin. Contact the PGS program at 503-517-1550 or [PGS@warnerpacific.edu](mailto:PGS@warnerpacific.edu) for more information.

## OTTO F. LINN LIBRARY

The Otto F. Linn Library is the center of research for Warner Pacific University. The Library offers key learning and research resources, providing information literacy instructions and best practices for information harvesting, searching, sharing and copyright oversight.

The Library holds physical collections of over 60,000 items including periodicals, DVDs, and CDs. The Library has licensed many research and course-related databases including EBSCOhost and eBooks. A long index of free, Open Educational Resource (OER) textbooks and related digital materials are also available. As a member of the Orbis Cascade Alliance, a consortium of 39 libraries in Oregon, Washington and Idaho, the Library has access to over 30,000,000 additional items listed in the Alliance's Summit Catalog. Stakeholders can check out items from any participating libraries in person or order them online. Items requested online are delivered via courier to the home library of the requester within a couple of days.

# Off-Campus Study Programs

## 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 WPU before application to OCS
- Proof of a cumulative GPA of 2.75
- FAFSA/waiver on file with Student Financial Services (if applicable)
- Junior or Senior class standing during OCS term

### Application Process

All students interested in any off-campus study program need to complete the WPU OCS Process before applying to an off-campus study program. The WPU OCS Process consists of the following:

1. Forms: Completion and submit the required forms to the Records Office, including the Standards Form, Application Form, and Reference Form. :
2. Go to [www.BestSemester.com](http://www.BestSemester.com) to research chosen program and begin the Best Semester application process (done concurrently with the WPU OCS process).
3. Interview: All applicants will be interviewed by the WPU OCS Selection Committee
4. 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 WPU OCS Selection Committee to represent WPU at Off-Campus Study Programs. These four students are eligible to have their WPU 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 must be approved by both the WPU OCS Selection Committee and the Best Semester selection process to be eligible for full OCS benefits.
  - Students who participate in an OCS Program without being selected need to check with Student Financial Services as there is no guarantee of any WPU financial aid for the off-campus study term.

Contact the Records Office for information and forms about the WPU 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, visit [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. Nearly 500 of ASP's 3,000+ alumni have returned to 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 Professional Development Practicum**. In addition, students apply to either the **Public Policy track** or the **Strategic Communication track**. The Public Policy track equips and supports students in their analysis of a 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, D.C. The Strategic Communication track engages Washington, D.C.-based organizations and communication professionals to explore the role of strategic communication in achieving organizational goals. Field-work activities explore current best practices in communicating critical organizational messages to key internal and external constituents and stakeholders. Students compare how different types of organizations set strategic direction, develop and evaluate messages, choose appropriate communication channels and tactics, and measure output and impact outcomes. *ASP students earn 15–16 semester credits.*

## Australia Studies Centre - (ASC)

The Australia Studies Centre (ASC) is offered in partnership with Christian Heritage College (CHC), a CCCU affiliate member in Carindale, a suburb of Brisbane, Queensland. The ASC is designed to integrate the firsthand observation and study of Australian culture, history, religion, politics and indigenous cultures together with experiential service learning and formal instruction in Christian Studies, Business Ministries, Social Sciences and Education, and Humanities. Every student is required to take “The View from Australia: Issues in Religion, Politics, Economics and Cultural Values” and “Australian Aboriginal Cultures.” Additionally, students choose electives from CHC offerings in the School of Christian Studies, Business, Education & Humanities, Ministries, and Social Sciences. Included in the elective offerings, students may select an **internship** through the School of Social Sciences. Students who register for an internship will still take the two core courses, as well as a Social Science co-requisite course based on the internship placement. Each internship student completes **100 hours of placement and receives a professional mentor**. Students live with Australian families and volunteer with local community service providers. Trips vary from semester to semester but may include excursions to the Australian Outback, Aboriginal Communities, and New Zealand. *ASC students earn 16 semester credits.*

## 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, Business 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 mount and execute a **week-long tour** at the end of the semester. Each track includes coursework, labs, directed study, and a practicum. *CMC students earn 16 semester credits.*

### Latin American Studies Program (LASP)

Based in San José, 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 three concentrations: **Latin American Studies**; **Advanced Language and Literature** (designed for Spanish majors); and **International Business** (offered only in fall terms). During the regional travel component, students will visit communities throughout Costa Rica and neighboring Nicaragua. *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 one of the primary film and television production centers in Los Angeles. The curriculum consists of two required seminars: **Hollywood Production Workshop** (a film production course) and **Faith and Artistic Development in Film**. Students also choose one elective course in screenwriting, i.e. acting, film production, or independent study. **Internships** in various segments of the film industry provide students with hands-on experience. LAFSC seeks to prepare students for placement in the mainstream Hollywood film industry, ideally in decision-making positions, with a Christ-centered vision to dynamically influence film content, production processes, and interpersonal relationships. In addition, LAFSC aims to develop advocates to advance an informed and discerning approach to understanding the media and an appreciation and support for the work of peers in Hollywood. *LAFSC students earn 16 semester credits.*

### Middle East Studies Program (MESP)

Based in Amman, Jordan, this program offers students the unique opportunity to become immersed in the complex and strategically central modern Middle East. Under the guidance of a staff with over 30 years of experience living in the region, students live together in a close-knit community and explore the diverse religious, social, cultural and political traditions of Middle Eastern peoples through interdisciplinary seminars. Students also earn up to 6 credits of advanced **Arabic language** and serve at local organizations with the opportunity to earn intercultural internship/practicum credit throughout the semester. During the program's substantial **travel components** (recently including Israel/Palestine, Islamic Spain, Morocco, and Turkey), students participate in **homestays** and discover the diversity and dynamism of Middle Eastern cultures by experiencing their foods, customs, schools, neighborhoods, and places of worship. At a time of change in the Middle East, MESP empowers and equips students to relate to Muslim, Eastern Christian, and Jewish peoples in a guided and Christ-centered approach. *MESP students earn 15-18 semester credits.*

## Northern Ireland Semester (NIS)

The Northern Ireland Semester is a spring-only program located in Belfast, Northern Ireland. NIS students live at Lakeside Manor, a charming 19th century mansion in Belfast, and **travel all over the Irish isle** visiting important cultural and historical landmarks like Saul, the site of St. Patrick's first church in Ireland, the **Cliffs of Moher**, and Dublin Castle. All students take the core course, **Peacemaking and Reconciliation in Northern Ireland**, where they learn about "The Troubles" and the political conflict that beset Belfast in recent decades. Students then choose an additional 4-5 electives in Irish Art, Culture, Literature, Religion, and History. In addition to their coursework, students will be assigned to an Irish host family for regular visits and weekend outings throughout the semester. A mid-semester break will provide students with the opportunity to explore all the United Kingdom and Europe have to offer. *NIS students earn 15-16 semester credits.*

## Oxford Summer Programme (OSP)

The Oxford Summer Programme pairs students with **Oxford University professors** to do intensive scholarship in the oldest university in the English-speaking world. During the four-week programme, students hone their research and writing skills and delve into their chosen disciplines, occasionally **traveling the United Kingdom** to explore the relationship between Christianity and the development of the British Isles. Seminars and tutorials (one-on-one **mentorships sessions** with expert Oxford scholars) feature specialized topics in the areas of English language and literature, history, art, science, philosophy, and theology. The programme is structured for rising college sophomores, juniors, and seniors, as well as graduate and seminary students, non-traditional students, teachers, and those enrolled in continuing education programs. *OSP students earn 6 semester credits.*

## The Scholars' Semester in Oxford (SSO)

The Scholars' Semester in Oxford is specifically designed for students seeking an academically rigorous and robust experience. As **official Registered Visiting Students** of Oxford University, students study within Oxford's acclaimed tutorial pedagogy to receive weekly, **one-on-one instruction** from a faculty comprised of widely-published authors, historians, former international ambassadors, and other celebrated scholars. Students choose from hundreds of subjects within the disciplines of Classics, English Language and Literature, History, History of Art, Modern Languages (French, German, Italian, Portuguese, and Russian), Musicology, Philosophy, Psychology, or Theology, and earn access to Oxford's **119 libraries featuring 11 million books** and outstanding electronic resources. SSO students enroll in a primary and secondary tutorial, an independent undergraduate research seminar, and a British core course featuring frequent **travel around the British Isles**. SSO also offers 18 thematic or integrative concentrations including Gender Studies, Film Studies, Philosophy of Science, and more. If choosing to return for a second term, students write a substantial thesis on a topic of their choice. Applicants are generally honors students and must have at minimum a 3.7 GPA to be considered for the programme. *SSO students earn 17 semester credits for a semester and may complete two semesters of the programme.*

## Uganda Studies Program (USP)

The Uganda Studies Program immerses students in local communities, Ugandan campus life, and a broad range of cultures and places within Uganda and Rwanda. Students choose to live either with a **host family** for the semester or on campus at Uganda Christian University (UCU), an international affiliate member of the CCCU located 15 miles east of the capital city of Kampala. Students forge meaningful relationships with their Ugandan peers, faculty members, and host families while exploring issues such as poverty, cultural expressions of Christianity and missions, and the reconciliation between the realities of East Africa and their Christian faith. Students enrolled in the **Social Work Emphasis (SWE)** participate in an MSW-guided Junior-level or Senior-level Social Work Practicum (up to 400 practicum hours) at a variety of sites, including Compassion International and locally-founded aid organizations, approved in consultation with the CSWE. **Global Health Emphasis (GHE)** students participate in the Cross Cultural Practicum at a health-related to engage broader issues of international aid, development, and public health. Other students choose the **General Studies Emphasis (GHE)** and select from a variety of UCU electives including languages, health, religions, literature, and politics, and may also choose to receive practicum credit through service at Cross-Cultural Practicum sites. *USP students earn up to 16-20 credits depending on their selected emphasis.*

*\*Note: When the possibility of 18 credit hours is indicated, enrollment requires prior approval of the program and home campus.*

## Personnel

### WARNER PACIFIC UNIVERSITY FACULTY

#### **Terry Baker**

Associate Professor of Philosophy and Rhetoric; M.Div., Princeton Theological Seminary.

#### **Brion Benninger**

Senior Adjunct Faculty, Biological Science; M.D., University of Leicester.

#### **Jennifer L. Cameron**

Associate Professor of Music; M.M., Portland State University.

#### **Linda Campbell**

Dean of Nursing; Professor of Nursing; Ph.D., University of Colorado, Denver.

#### **Lloyd Chia**

Associate Professor of Social Science; Ph.D., University of Missouri – Columbia.

#### **William Dobrenen**

Director of Adjunct Faculty Development; Assistant Professor of Humanities; D.Min., George Fox University.

#### **Elizabeth DuPriest-Melo**

Chair, Division of Natural Sciences and Health; Professor of Biology; Ph.D., Oregon Health and Science University.

#### **Amy Engilis**

Associate Professor of Sports Medicine; M.A., San Jose State University.

#### **Ed Gall**

Instructor for Physical Science and Mathematics; MS, Clemson University; MDIV, Covenant Theological Seminary.

#### **Sara Garcia Gonzalez**

Academic Advisor and Distance Learning Facilitator for Professional and Graduate Studies; M.B.A., Keiser University.

#### **Kirby Gleason**

Director of Academic Advising; M.B.A., Marylhurst University.

#### **Luke Goble**

Interim Vice President for Academic Affairs and Dean of the Faculty; Chief Innovation Officer (sourceU); Associate Professor of History; Ph.D., University at Buffalo, SUNY.

#### **Shelly Hartzell**

Associate Professor of Accounting; M.S., Warner Pacific University.

#### **Aaron Hire**

Academic Advisor for Professional and Graduate Studies; M.A., Seattle Pacific University.

#### **Ryan Hubbard**

Faculty Chair, Associate Professor of Sports and Recreation Management, Health and Human Kinetics; Ed.D., University of Southern California.

#### **Lori Jass**

Associate Vice President for Academic Affairs; Ed.D., University of St. Thomas.

#### **Lishi Kwasitsu**

Director of Library Services; Ph.D., Monash University.

#### **Dean Long**

Assistant Professor of Education; MAT, Lewis and Clark College.

#### **Susanna M. Lundgren**

Senior Adjunct Faculty, Art; M.F.A., Portland State University.

#### **Stephanie Mace**

Dean of Social Work; Associate Professor of Social Work; Ph.D., Colorado State University.

**Derek Moyer**

Director of Learning Communities;  
Dual Credit Coordinator; Senior Adjunct  
Faculty, Humanities; M.A., University of  
Oregon.

**Courage Mudzongo**

CFLE Program Administrator; Assistant  
Professor of Psychology; Ph.D., North  
Dakota State University.

**Latrissa Neiworth**

Dean of Business; Associate Professor of  
Business; Ed.D., Pepperdine University.

**Gustavo Olvera**

Associate Dean of Education; Assistant  
Professor of Education; MAT, George Fox  
University.

**Heidi Owsley**

Associate Professor of English; M.A.,  
Michigan State University.

**Debra Penkin**

Director of Field Education; Assistant  
Professor of Social Work;  
MSW, Boston University.

**Smirla Ramos-Montañez**

Assistant Professor of Biology; Ph.D.,  
Indiana University.

**Donisha Reynolds**

Instructor for Business; Ed.D., Grand  
Canyon University.

**Jessica Sandstrom**

Assistant Professor/Nurse Educator; Lab  
Manager; M.S., University of Providence.

**Kevin Spooner**

Education Program Manager; Assistant  
Professor of Education; Ed.D., Portland  
State University.

**Aundrea Snitker**

Chair, Division of Arts and Social and  
Behavioral Sciences; Associate Professor  
of Social Science; Ph.D., Arizona State  
University.

**David Terrell**

Professor of Physical Science; Ph.D.,  
University of Newcastle Upon Tyne.

**Tracy Thompson**

Interim Associate Dean of Nursing;  
Associate Professor/Nurse Educator;  
DNP, Regis University.

**Cassandra Trentaz**

Associate Professor of Theology, Ethics  
and Church History; Ph.D., Chicago  
Theological Seminary.

**Bradley Tripp**

Professor of Biology; Ph.D., University  
of Northern Colorado.

**Kathleen Vincent**

Education Accreditation Manager;  
Assistant Professor of Education; Ed.D.,  
Lewis and Clark College.

**Marlo Waters**

Registrar; Ed.D., Brandman University.

**Steven Waters**

Professor of Mathematics; D.A., Idaho  
State University.

**Joshua Westermann**

Instructor for Kinesiology; M.S., Liberty  
University.

**PROFESSORS EMERITI****Sandra Ahlquist**

Social Work; M.S.W., Portland State  
University.

**Bonnie Bailey Allen**

Business; J.D., Willamette University.

**Cole Dawson**

History; Ph.D., Miami University.

**John Fazio**

Developmental Psychology; Ph.D.,  
Fielding Graduate University.; C.T.S.,  
Association of Traumatic Stress  
Specialist.

**Louis Foltz**

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Oregon State University.

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M.A., University of Missouri at Kansas  
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# Academic Calendar

## PGS Fall Semester 2020

June 29, 2020 – December 20, 2020

*Note: PGS classes scheduled to meet on holidays may be held online.  
Review cohort calendar or contact Academic Advisor for more information.*

## Traditional Fall Semester 2020

Academic Year Begins .....	August 17, 2020
New Students Arrive/Residence Halls Open at 9:00 a.m. ....	August 22
<b>Classes Begin .....</b>	<b>August 24</b>
Last Day to Register for a New Schedule for the Term .....	August 24
Convocation, 10:30 a.m. ....	August 25
Last Day to Add an Individual Class to an Existing Schedule .....	September 4
Labor Day Holiday .....	September 7
Last Day to Drop (no “W”) .....	September 14
Census Day .....	September 15
Common Day of Service (classes before 4:00 p.m. cancelled) .....	September 16
Midterm Break .....	October 8-9
Midterm Grades Due, 5:00 p.m. ....	October 16
Last Day to Withdraw (“W”) or P/NP .....	October 30
Spring Schedule Registration Review .....	November 2-13
Thanksgiving Holiday .....	November 26-27
Fall Classes End .....	December 4
Last Day to File Request for Incomplete or In Progress .....	December 4
Final Exams .....	December 7-10
Faculty Day .....	December 11
Winter Commencement, 10:00 a.m. ....	December 12
Fall Final Grades Due, 5:00 p.m. ....	December 15

**PGS Spring Semester 2021**

January 4, 2021 – June 27, 2021

*Note: PGS classes scheduled to meet on holidays may be held online.  
Review cohort calendar or contact Academic Advisor for more information.*

**Traditional Spring Semester 2021**

Spring Semester Begins .....	January 7, 2021
<b>Classes Begin .....</b>	<b>January 11</b>
Last Day to Register for a New Schedule for the Term .....	January 11
Martin Luther King Holiday .....	January 18
Last Day to Add an Individual Class to an Existing Schedule .....	January 22
Last Day to Drop (no “W”) .....	February 1
Census Day .....	February 2
President’s Day Holiday .....	February 15
Midterm Grades Due, 5:00 p.m. ....	March 5
Last Day to Withdraw (“W”) or P/NP.....	March 19
Spring Break .....	March 22-26
Good Friday (campus closed for the afternoon) .....	April 2
Advisement/Registration: Summer ‘21, Fall ‘21, Spring ‘22.....	April 5-16
Honors/Awards Chapel, 10:30 a.m. ....	April 27
Spring Classes End .....	April 30
Last Day to File Request for Incomplete or In Progress .....	April 30
Final Exams .....	May 3-6
Faculty Day .....	May 7
Spring Commencement, 10:00 a.m.....	May 8
Spring Final Grades Due, 5:00 p.m. ....	May 11

**Summer Semester 2021**

May 17 – August 13 (Full Schedule TBA)

**Looking Ahead**

Fall 2021 classes begin: August 30, 2021

# 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
Advancement .....	503-517-1114
Alumni Relations .....	503-517-1026
ASWPU.....	503-517-1193
Athletics .....	503-517-1370
Auxiliary Services.....	503-517-1057
Cafeteria.....	503-517-1090
Chief Academic Officer.....	503-517-1036
Campus Safety .....	503-250-1730
Career & Life Counseling.....	503-517-1119
Copy Center .....	503-517-1210
Dean of the Faculty .....	503-517-1036
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
President's Office .....	503-517-1212
Professional and Graduate Studies .....	503-517-1550
Records / Registrar.....	503-517-1013
Student Development.....	503-517-1009
Student Financial Services...	503-517-1091
Teacher Education.....	503-517-1051
Work Study Office.....	503-517-1091

## FAX Numbers

Main .....	503-517-1350
Enrollment.....	503-517-1540
Centre 205 .....	503-517-1551
Athletics .....	503-517-1250
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2219 SE 68th Avenue  
Portland, OR 97215  
503.517.1000  
1.800.804.1510  
[www.warnerpacific.edu](http://www.warnerpacific.edu)