



PROFESSIONAL AND GRADUATE STUDIES

2020 - 2021 BULLETIN



WARNER PACIFIC
UNIVERSITY

PROFESSIONAL & GRADUATE STUDIES

Welcome to the Warner Pacific community! We are so glad that you have chosen to join us as you pursue your educational goals. *Our* goal is to give you support and encouragement as you engage in an experience that will help you develop deeper understandings and stronger skills. We look forward to celebrating your growth and accomplishments with you when you graduate!

The *PGS Bulletin* is a supplement to the Warner Pacific University *Catalog*, and will be an important reference for you while you are enrolled in the Professional and Graduate Studies (PGS) program. Both documents provide information that you will need as a student at Warner. You may access the *Catalog* online. In cases where multiple policies exist, note that the *PGS Bulletin* is the definitive word for PGS students. Should you have any questions or concerns, please feel free to contact PGS Records or your academic advisor. We want to make sure you have everything you need to succeed.

Again, welcome to Warner Pacific University! We're glad you're here!

Lori K. Jass, Ed.D.
Associate Vice President for Academic Affairs

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PROFESSIONAL AND GRADUATE STUDIES

HISTORY AND MISSION

Founded in 1937 as Pacific Bible College in Spokane, Washington, 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 changed to Warner Pacific University in honor of one of the early founders of the church as well as to reflect its growing liberal arts emphasis. Warner Pacific University offers a different way of thinking when it comes to education for adults. As a Christian liberal arts university, Warner Pacific starts with a foundation of integrity, ethics and values unlike many other adult programs in the market.

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 background

Purpose

Our purpose as a university is to develop persons as change agents characterized by integrity and dedicated to personal and social transformation, a sense of mutual responsibility, and a pursuit of personal excellence. The Professional and Graduate Studies program at Warner Pacific University endeavors to ensure that the student's education has a positive impact on every aspect of life. Administration and faculty are at the center of a dedicated community whose focus is to help adult students achieve their personal and professional goals. Classes meet in a variety of formats, including one night per week, online, and hybrid options, allowing the student to plan and make education accessible in the midst of the demands of careers and families. A dedicated, professionally experienced faculty delivers a curriculum that, in every delivery format, integrates theory and practice to ensure that the student's education is relevant and has an immediate positive impact on every aspect of life – career, family, and community.

ACCREDITATION

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

Warner Pacific University evaluates credits from regionally accredited institutions for applicability toward Core Studies, 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 the Accredited Institutions of Postsecondary Education, published by the American Council on Education (ACE). Regionally accredited institutions recognize each other's credits, however, it is up to each institution to determine how they receive and apply transfer credits towards their degrees.

PROVISO

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

PROGRAMS OFFERED

- 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 Accounting and Finance
- Bachelor of Arts in Business Administration
- Bachelor of Arts in Finance
- Bachelor of Arts in Health Care Administration
- Bachelor of Arts in Human Resource Management
- 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 Nursing (RN to BSN)
- Bachelor of Science in Psychology and 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

CAMPUS LOCATIONS

The Warner Pacific University Professional and Graduate Studies program currently offers programs at the following sites plus online:

WPU Mt. Tabor Campus
2219 SE 68th Avenue
Portland, OR 97215

WPU 205 Centre Campus
2600 SE 98th Avenue, Suite 200
Portland, OR 97266

Sunset Presbyterian Church (west Portland)
14986 NW Cornell Road
Portland, OR 97229

Vancouver First Church of God
3606 NE 78th Street
Vancouver, WA 98665

Lower Columbia College (Longview)
1600 Maple Street
Longview, WA 98632

Portland Community College (Cascade)
705 N Killingsworth Street
Portland, OR 97217

ADMISSIONS POLICIES AND PROCEDURES

ADMISSION

The Professional and Graduate Studies program at 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.

CLASSROOM VISIT

The Professional and Graduate Studies approach allows students to work full-time and go to school full-time while providing the opportunity for each activity to complement the other. A student's work experience is utilized within the classroom environment and what is learned in the classroom could be applied in the workplace the next day. Prospective students are invited to visit classes by special arrangement with Enrollment staff.

WHEN AND HOW TO APPLY

Applications are accepted at any time, with cohort start dates projected throughout the calendar year. Students should apply at least two months from their expected start date (calendars are available from Enrollment Representatives).

To obtain application materials and information, contact the PGS Enrollment Office by phone, 503-517-1550. Completed materials may be mailed to:

2600 SE 98th Avenue, Ste. 200
Portland, OR 97266
Fax: 503-517-1551
Email: PGSAdmissions@warnerpacific.edu

ADMISSION REQUIREMENTS – UNDERGRADUATE

The following are required to complete the application process:

- Completed Warner Pacific University application for admission
- Signed Acceptable Use Policy (AUP) form
- Application fee
- Official transcripts from **all** higher education institutions attended.
 - If transferring in fewer than six semester credits, official high school transcripts are required. Applicants who were *home-schooled* are required to provide a transcript or the equivalent, signed by the parent or guardian of a home-schooled student that lists the secondary school courses the student completed and documents the successful completion of a secondary school education in a home-school setting.
 - Unofficial transcripts may be used for initial evaluation purposes; however, official transcripts must be received by the end of the second course. Students who fail to submit official transcripts will be administratively withdrawn.
- Minimum GPA of 2.0 on previous college coursework

- Applicants who have a cumulative entering grade point average below a 2.0, and who have not taken any college coursework for a period of at least three years, will be considered for admission with academic forgiveness.
- Academic forgiveness may be granted one time. Contact the Records Office for specific policy provisions.
- Successful applicants entering the associate program will have at least **one year** of full-time work experience; successful applicants entering the bachelor programs will have at least **two years** of full-time work experience and be currently employed, or if temporarily unemployed, able to verify access to a work/organizational environment.
- English proficiency: students whose native language is not English may be required to demonstrate English proficiency. The TOEFL (70+) or IELTS (6.0+) or other appropriate instruments may be used for this purpose. Graduation from a US high school meets this requirement or, if entering the bachelor program, a two-year degree from an approved U.S. two-year college may be used for this purpose.
- Applicants who do not meet minimum admission requirements will be referred to the Admissions Review Committee for evaluation.

ADDITIONAL ADMISSION REQUIREMENTS - UNDERGRADUATE

Listed below are additional requirements needed to enter specific programs:

All Associate degree programs

- High School Graduation (Diploma or GED)

All Baccalaureate programs

- Minimum of 48 semester (72 quarter) college-level credits from an accredited college or university or from CLEP, ACE, or other standard evaluation. WPU limits non-traditional credits (CLEP, ACE, etc.) to a maximum of 30 credits.

Bachelor of Arts in Accounting, Bachelor of Arts in Finance, and Bachelor of Arts in Accounting and Finance programs

- Successfully completed first year accounting series or its equivalency within the five-year period with a “C-” or higher prior to entering the bachelor program.

Bachelor of Science in Nursing (RN-to-BSN) program

- Successful completion of the following core (general education) requirements with a “C-” or higher:
 - Human Anatomy & Physiology series (not introductory)
 - 1 course in Microbiology with lab (recommended)
- Successful completion of an associate degree/diploma nursing program
- Current unencumbered RN license

Paraprofessional Education Program

The Paraprofessional Education Program is for candidates currently employed by one of the six partnering school districts in Multnomah County: Centennial, David-Douglas, Gresham-Barlow, Parkrose, Reynolds, and Portland Public Schools. The PEP is designed to support para-educators in earning a Bachelor's of Science in Early Childhood/Elementary Education that will lead to a preliminary teaching license in elementary – multiple subjects.

Additional admission requirements include

- A personal narrative stating “Why I want to be a teacher” (to be completed during ED-250A)
- Three recommendations (2 from school district, 1 from WPU faculty/staff)
- A group interview during ED-250A
- Fingerprinting and background clearance as a pre-service teacher as outlined by TSPC

The teacher education faculty will review your application materials during the semester you are taking ED-250A, and you will receive full admission, conditional admission, or denial of admission to the program. You will be given an opportunity to correct deficiencies and/or appeal an adverse decision, but you will not be allowed to continue taking education courses until you are fully admitted into the program.

Note that you must also earn a grade of C or better in ED-250A in order to continue taking education courses.

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, sexual orientation, national origin, disability, age, veteran status, and any other status protected by laws and regulations. The complete Equal Opportunity policy is included in Appendix D of the Undergraduate Teacher Education Handbook.

INTERNATIONAL STUDENT ADMISSION – UNDERGRADUATE

The following are required to complete the application process:

- Completed Warner Pacific University International Student application for admission
- Signed Acceptable Use Policy (AUP) form
- Application fee
- Official secondary school transcript sent directly from the school or test scores from the General Educational Development Test (GED) are required for all applicants to the freshman class and to transfer students who have earned fewer than 12 semester college credits.
- Official transcript of all college and university grades and coursework. All coursework completed outside of the United States should be sent directly from the institution to a recognized credit evaluation service. Warner Pacific University recommends the use of

the following evaluation service provider for coursework completed outside the United States:

World Education Service (WES)
Bowling Green Station, PO Box 5087
New York, NY 10274-5087
Telephone: 212-966-6311
Web: www.wes.org Email: info@wes.org

- Minimum GPA of 2.0 on previous college coursework.
 - Applicants who have a cumulative entering grade point average below a 2.0, and who have been out of any post-secondary school for a period of at least three years, will be considered for admission with academic forgiveness.
 - Academic forgiveness may be granted one time. Contact the Records Office for specific policy provisions.
- Successful applicants entering the associate program will have at least **one year** of full-time work experience; successful applicants entering the bachelor programs will have at least **two years** of full-time work experience and be currently employed, or if temporarily unemployed, able to verify access to a work/organizational environment.
- Non-native English speakers may be required to submit an official score report of the Test of English as a Foreign Language (TOEFL). Information on this test can be obtained at the following website: www.toefl.org or at TOEFL Services, PO Box 6151, Princeton, NJ USA 08541-6151.
- Evidence of adequate financial support by submission of official/notarized bank statements, demonstrating they have the funds to cover the cost of the program.

ADMISSION DECISION – UNDERGRADUATE

Each candidate for admission is reviewed individually with careful consideration given to academic records, 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. *Admit with Good Standing*
Applicant met all criteria and was admitted in good standing.
2. *Admit with Conditions*
Applicant did not meet all criteria but will enter the program with clear understanding and deadlines to meet all criteria within a defined timeframe. The student is considered

to be a degree-seeking student. Conditionally admitted students who do not meet all the criteria by the stated deadline will be administratively withdrawn from the University.

Common reasons for undergraduate students to be admitted conditionally include:

- Missing official transcripts
 - Once matriculated, students must submit official transcripts from all schools previously attended by the end of the second course, or risk administrative withdrawals from all remaining courses
- Low Admit GPA
 - Applicant did not meet required GPA requirement but will enter the university on academic probation for the first three courses. Students on academic probation must earn at least a “C-” in each of the first three courses in order to continue on into the next course. If successful in the first three courses, the student will be in good standing.

3. *Denied Admission*

Applicant is denied admission to Warner Pacific University by the Admissions Review Committee. An applicant denied admission has the right to appeal such a decision in writing to the Admissions Review Committee, provided the applicant can present relevant additional information indicating ability and motivation to achieve academic success.

ADMISSION REQUIREMENTS – GRADUATE

Warner Pacific University offers the following master degrees: M.A. in Human Services, M.A. in Teaching, Master of Business Administration, Master of Education, and M.S. in Management.

Master of Arts in Human Services (MAHS) – Admission Requirements

- Completed Application for Admission
- Signed Acceptable Use Policy (AUP) form
- Baccalaureate degree from a regionally accredited college or university
- Official transcripts from the institution that granted the baccalaureate degree
- Minimum cumulative GPA of 3.0 or higher, reflected on the baccalaureate-degree transcript
 - If applicant’s admission GPA is under 3.0, applicant may supply a letter explaining any mitigating circumstances that affected their undergraduate GPA
- Two professional or academic letters of recommendation (non-family members)
- Phone Interview
- Applicants who do not meet minimum admission requirements will be referred to the Admissions Review Committee for evaluation.

Additional Requirements for Admission to the MAHS with Advanced Placement

- *Earned B.S. in Human Development or B.S. in Psychology and Human Development from Warner Pacific University within one year of application.*

- *Successful proficiency essay assessment addressing two core areas eligible for advanced placement: Lifespan Human Development and Sexualities for Human Services.*

Master of Arts in Organizational Leadership (MAOL) – Admission Requirements

- Completed Application for Admission
- Signed Acceptable Use Policy (AUP) form
- Baccalaureate degree from a regionally accredited college/university
- Official transcripts from the institution that granted the baccalaureate degree
- Minimum cumulative GPA of 3.0 or higher, reflected on the baccalaureate-degree transcript
 - If below a 3.0, options for admission still exist; applicant should write a brief explanation regarding reasons for GPA
- Writing sample (no longer than 1-page) answering the following questions:
 - Why do you want to earn an MAOL?
 - What experiences have you had that lead you to this degree?

Master of Arts in Teaching (MAT) – Admission Requirements

- Completed Application for Admission
- Signed Acceptable Use Policy (AUP) form
- Baccalaureate degree from a regionally accredited college or university
- Official transcripts the institution that granted the baccalaureate degree. Students must also submit official transcripts from any institutions where they completed relevant prerequisite coursework for the MAT
- Minimum cumulative GPA of 3.0 or higher, reflected on the baccalaureate-degree transcript
 - If applicant's admission GPA is under 3.0, applicant may supply a letter explaining any mitigating circumstances that affected their undergraduate GPA
- Three professional or academic recommendations
- Ten-hour observation experience in a school and a 100-word written description of experience (written by applicant)
- Academic Paper on current issue in any field of study written in APA format. Paper should be written within the past six months. (requirement may be waived for students applying through a partner school district.)
- Fingerprints submitted to TSPC (must be cleared before placement for student teaching), must submit documentation that indicates this item has been completed
- Interview with program faculty
- Documentation showing successful completion of state examinations for the desired authorization(s) and content area(s) (see below; requirement may be waived for students applying through a partner school district.).
- Applicants who do not meet minimum admission requirements will be referred to the Admissions Review Committee for evaluation.

Examinations: Prior to beginning the MAT program, all applicants must have successfully passed the appropriate examinations

- Civil Rights Exam

- Early Childhood (EC) and Elementary (EL) applicants must have passed ORELA-NES, subtests I and II
- Middle Level (ML) and High School (HS) applicants must have passed the NES exams in their subject area prior to beginning the MAT program. The subjects supported by the MAT program include:
 - Advanced Math
 - Biology
 - English Language Arts
 - Math
 - Health
 - Social Studies

Master of Business Administration (MBA) – Admission Requirements

- Completed application for admission
- Signed Acceptable Use Policy (AUP) form
- Baccalaureate degree from a regionally accredited college or university
- Official transcripts from the institution that granted the baccalaureate degree
- Minimum cumulative GPA of 3.0 or higher
 - If below a 3.0, options for admission, reflected on the baccalaureate-degree transcript still exist; applicant should write a brief explanation regarding reasons for GPA
- Writing sample (no longer than 1-page) answering the following questions:
 - Why do you want to earn an MBA?
 - What experiences have you had that led you to this degree?

Additional Requirements for Admission to the 4.1 MBA with Advanced Placement

- *Earned B.A./B.B.A. in Business Administration, B.A./B.S. in Accounting or B.A./B.S. in Finance from Warner Pacific University within one year of application.*
- *Successful proficiency essay assessment addressing five core areas eligible for advanced placement: Leadership/Diversity; Economics; Managerial Accounting; Marketing; and Global Leadership.*

Master of Education (MED) – Admission Requirements

- Completed application for admission
- Signed Acceptable Use Policy (AUP) form
- Baccalaureate degree from a regionally accredited college of university
- Official transcripts from the institution that granted the baccalaureate degree
- Minimum cumulative GPA of 3.0 or higher, reflected on the baccalaureate-degree transcript
 - If applicant's admission GPA is under 3.0, applicant may supply a letter explaining any mitigating circumstances that affected their undergraduate GPA
- Three letters of recommendation
- State-issued teaching certificate
- At least one year of teaching experience
- Applicants who do not meet minimum admission requirements will be referred to the Admissions Review Committee for evaluation.

INTERNATIONAL STUDENT ADMISSION – GRADUATE

The following are required to complete the application process:

- Completed Warner Pacific University International Student application for admission
- Signed Acceptable Use Policy (AUP) form
- Application fee
- Official transcript of all college and university grades and coursework. All coursework completed outside of the United States should be sent directly from the institution to a recognized credit evaluation service. Warner Pacific University recommends the use of the following evaluation service provider for coursework completed outside the United States:

World Education Service (WES)
Bowling Green Station, PO Box 5087
New York, NY 10274-5087
Telephone: 212-966-6311
Web: www.wes.org Email: info@wes.org

- Minimum cumulative GPA of 3.0 on previous college coursework.
- Non-native English speakers may be required to submit an official score report of the Test of English as a Foreign Language (TOEFL). Information on this test can be obtained at the following website: www.toefl.org or at TOEFL Services, PO Box 6151, Princeton, NJ USA 08541-6151.
- Evidence of adequate financial support by submission of official/notarized bank statements, demonstrating they have the funds to cover the cost of the program.

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. *Admit with Good Standing*
Applicant met all criteria and was admitted in good standing.
2. *Admit with Conditions*
Applicant did not meet all criteria, but will enter the program with clear understanding and deadlines to meet all criteria within a certain timeframe. The student is considered to

be a degree-seeking student. Conditionally admitted students who do not meet all the criteria by the stated deadline will be administratively withdrawn from the University.

- Common reasons for graduate students to be admitted conditionally include:
 - Missing official transcripts
 - Once matriculated, student must submit official transcripts from all schools previously attended by the end of the second course, or risk administrative withdrawal from all remaining courses
 - Low Admit GPA
 - Applicants who do not meet the minimum GPA requirement provide a written statement explaining the circumstances surrounding their undergraduate work. The Admission Review Committee along with the appropriate division chair reviews the applicant's file, and if appropriate, the student is admitted. The student will enter the university on academic probation for the first two courses. Students on academic probation must earn at least a "B-" in each of the first two courses in order to continue on into the next course. If successful in the first two courses, the student will be in good standing.
 -
 - Missing admission documents
 - The appropriate department chair will approve the student to be admitted and will provide due dates for the respective missing documents.

3. *Denied Admission*

Applicant was denied admission by the appropriate graduate program director. An applicant denied admission has the right to appeal such a decision in writing to the Admissions Review Committee, provided the applicant can present relevant additional information indicating ability and motivation to achieve academic success.

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.

Re-admitted students are required to complete the degree requirements specified in the current bulletin at the time of re-entry. Any Core Studies requirements specific to class standing must be completed at the level at which they originally entered Warner Pacific.

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

- Completed application for re-admission
- Signed Acceptable Use Policy (AUP) form
- Application fee

- Official transcript from each college and university attended in the interim sent directly from the institution to the Office of Enrollment
- Personal statement describing the reason for leaving Warner Pacific, and the reason for the desire to return

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 as a non-degree seeking student. Students who wish to maintain non-degree seeking student status may accumulate up to 15 credits at Warner Pacific University.

The following are required to complete the application process:

- Completed non-degree seeking student application for admission
- Signed Acceptable Use Policy (AUP) form
- Evidence that the minimum academic requirements for admission to the program have been met

At any time, the non-degree seeking student may apply for acceptance as a degree-seeking student. The non-degree seeking to degree-seeking applicant may not be admitted using unofficial transcripts. Please see the appropriate section of the bulletin for more details.

Students intending to earn a degree from Warner Pacific University must apply and be accepted into a degree seeking program before enrolling in their sixth course.

NOTIFICATION

Candidates for admission who have completed the application process will receive written notification of their admission status, including:

- Evaluation of credits earned prior to admission and how they apply toward Warner Pacific Core Studies requirements;
- Information on how to read and understand the credit evaluation;
- Information on who to contact regarding a documented disability;
- Warner Pacific University Health and Immunization Form (must be completed prior to registration).

CREDITS OUTSIDE OF PGS COHORT STUDY

The following will be reviewed for acceptability toward the 124 semester credits required for the bachelor degree:

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

TRANSFER CREDIT

Accredited Colleges and Universities

Warner Pacific evaluates credits from regionally accredited colleges and universities for applicability toward Core Studies, major or elective requirements. In addition, Warner Pacific 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 count as lower-division credit (i.e., 100 or 200 level). Upper division and graduate courses taken at a baccalaureate institution may be used to satisfy upper division (i.e., 300 or 400 level) requirements. Lower-division credit may not satisfy upper-division requirements. In all cases, courses must be transferred from an appropriately accredited institution. A grade of "D" cannot be transferred to satisfy any upper division course in the major, any course in the minor or satisfy any courses counted towards the general education core. In the transcript evaluation process, quarter credits are converted to semester credits.

The formula used is one quarter credit = 0.67 semester credit. Credit for college-level work from accredited community or junior colleges is allowed to a cumulative maximum of 82 semester credits. Warner Pacific limits all transfer credits to a cumulative maximum of 94 semester credits. Students need to meet the residency and upper division requirements stated for their desired degree program.

Block Transfer

The University accepts the Associate of Arts Transfer Degree (AAOT) from Oregon community colleges and the Direct Transfer Agreement (DTA) from Clark College in Vancouver, Washington as having fulfilled all Core Studies requirements, with the exception of one course in Advanced Information Literacy and Research (ILR 300A), one course in Humanities (HUM 310A), and one course in Religion (REL 320A). These three courses are all part of the PGS bachelor degree cohort study. In addition, Warner Pacific University honors articulated agreements with specified colleges. Students should consult with an academic advisor.

Other accredited college associate degrees in Warner Pacific program-compatible majors are transferable and qualify a student for junior status; these will be evaluated for applicability toward Core Studies, major, or electives. (Contact the PGS Records Office for more information.) If a student wishes to transfer an associate degree, the degree must be completed prior to entry at Warner Pacific University.

Non-Academic Credit Limit

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

ALTERNATIVE CREDIT

Several alternative credit programs are available to the Warner Pacific student of exceptional ability. Non-graded credits will be limited to a maximum of 30 credits. A student wishing to take advantage of learning acquired through independent reading and study, job experience, or exams, should consult an academic advisor.

Prior Learning Experience

Prior Learning Experience (PLE) credit will be awarded for liberal arts college-level learning acquired from non-traditional sources, such as work experience, professional training, military training, etc.. There are three ways that students can demonstrate 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, and c) by writing papers, which document learning that has occurred through life experience. Such credit awards are made under protocol designed to ensure 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.

Military

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

Official AARTS, SMART, or CCAF transcript or military forms DD214 or DD295 must be received before military training can be evaluated.

Military credits awarded by a transferring institution must be re-evaluated. If a student has less than an honorable discharge, no military credit may be awarded.

Assessment of Documented Prior Learning

Documented prior learning through a prior learning experience (PLE) Essay is assessed after enrollment in the Professional and Graduate Studies. The PLE Essay option is available to students who successfully complete a college composition course, and a one-credit online course titled Exploring Prior Learning Experience (CLS 200A), to be scheduled outside of the cohort study. This course includes the opportunity to explore prior learning as well as learn about how to prepare, document, and write a PLE essay.

Before registering for CLS 200A, students should consult with their academic advisor to determine if PLE credit should be part of their academic degree plan. The PLE Essay is one of several non-traditional methods available to students who need elective credits outside of PGS cohort study, for graduation. PLE may not be used to satisfy any courses within the PGS cohort study.

Students are eligible to submit PLE essays after completing CLS 200A until five months prior to their intended commencement date. An evaluation fee (see tuition and fees) is due at the time the essay is submitted.

The student must write a narrative, which demonstrates learning outcomes equivalent to a college-level course through the application of Kolb's Model of Experiential Learning. The learning experience must also be verified through documentation, as specified in examples provided in CLS 200A. Credit may be awarded after the essay is evaluated by a trained faculty evaluator in the appropriate academic department. The Council for Adult and Experiential Learning's (CAEL) ten qualitative standards are followed. PLE credit will be transcribed when the evaluation of a PLE essay is completed and an award of credit is indicated by the faculty evaluator.

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

REL 220	PLE: Spiritual Formation	3 credits
SS 350	PLE: Overseas Study	3 credits
CMPT 179	PLE: Word Processing	3 credits

Agency-Sponsored Learning (Certificates)

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

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

Credit may be granted if the subject matter meets the Professional and Graduate Studies' transfer policies, if the submitted documentation officially verifies successful course completion, and if the information matches, or is comparable to, the ACE Guide's course exhibit.

Credit by Examination

Students are eligible to take exams throughout their program until one month prior to their intended commencement ceremony.

College-Level Examination Program (CLEP)

The College Level Examination Program evaluates what a student has learned through non-traditional or independent study (i.e., study for which the student has not received college credit) and determines whether the student has acquired college-level knowledge in a given subject area. CLEP gives the student the opportunity to demonstrate that knowledge by taking an examination for possible credit. These are standardized, multiple-choice tests, one of which also contains an essay portion. Warner Pacific recognizes the American Council on Education guidelines for scoring CLEP tests. Students must abide by CLEP retake exam policy.

DSST Standardized Subject Tests

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

Proficiency Examination

Students may "challenge" some WPU courses by demonstrating proficiency in the identified subject or skill. Students must pay a test fee before sitting for a proficiency exam. Students should confer with the academic advisor. The appropriate academic Department Chair must approve the student's request prior taking the exam. Exams are graded. Students who successfully pass the exam will earn the academic credit appropriate for the course.

PGS ACADEMIC POLICIES AND PROCEDURES

Warner Pacific University abides by the Family Educational Rights and Privacy Act of 1974, Sec. 438, PUB. L990-247, 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 student rights to restrict release of personal information within their university records. The privacy and confidentiality of all university records shall be preserved. Official student academic records, supporting documents and other records shall be maintained only by members of the Warner Pacific University staff employed for that purpose. Access to his/her records is guaranteed to every student. The Registrar or a designee will advise a student of procedures for handling a request for correcting errors in the records.

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

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

Grade reports are available to students through the MyWP portal (mywp.warnerpacific.edu), as soon as instructors post grades to the system, usually two weeks after a course ends. Students who have questions about their grade records or any of the registration procedures should inquire at PGS Records. To maintain confidentiality of student records, only authorized persons presenting identification may review a student's file. Information pertaining to grades or student records, except for directory information, will not be released over the telephone.

Directory Information

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

- name
- mailing address
- campus e-mail address
- date of birth
- photograph
- enrollment dates and status (full time, part time, etc)
- major field of study
- participation in recognized activities and sports
- degrees and awards received

- educational institutions previously attended
- hometown
- height and weight of student athletes may be released for appropriate purposes

Records NOT released include anything personally identifiable such as:

- Social Security Number
- grades
- schedule
- GPA

Students who do not wish to have directory information released by the university must file that request with PGS Records. Such requests will be maintained for the duration of the student's enrollment at Warner Pacific University.

ADDRESS/PHONE/NAME CHANGE

Students making an address or phone change may do so using the MyWP portal (mywp.warnerpacific.edu) or by providing printed documentation to PGS Records. Name changes must be done through PGS Records and require appropriate documentation.

CHANGES IN REGISTRATION

All change requests to a student's schedule (adding or dropping courses) must be submitted in writing to the Academic Advising Department. Adding or dropping a course may impact financial aid and should be done in consultation with a financial aid counselor.

Adding Courses

Students wishing to add courses to their schedule should contact their academic advisor. Classes should be added at least 25 days before the course begins to assure receipt of all course materials through normal channels. In most cases homework assignments are due in workshop one of each course and it is the student's responsibility to complete all assignments on time.

Dropping Courses

Students wishing to drop select courses from their registration should submit a drop form to their academic advisor. Drop forms are available on the university website, on the Student Resources tab in MyWP, or from the academic advisor.

Dropping an individual course may also be a part of an approved Leave of Absence. In order for a Leave of Absence to be valid, the request must be made prior to the last night of attendance and approved by a member of the financial aid department. Please see the Leave of Absence section in this bulletin for more information.

The date of determination on the form is the date that the student provided written confirmation of the drop. This date is used in determining if any tuition refund is due. If the course is dropped before the course starts, then a full refund is earned. If a course is dropped after it begins, a refund may be received on a sliding scale. See the Professional and Graduate Studies Refund Policy for further information.

Students may withdraw from a course with no record on the transcript (called a “drop”) when they withdraw properly before the deadline (see table below). Once the initial “drop deadline” passes, a student may still properly withdraw from the course but a “W” will be entered on the student’s transcript.

Course Length	Drop Deadline – No “W” on Transcript	Withdrawal Deadline – “W” on Transcript
Two Weeks	Before Course Begins	Before Week 2 Begins
Four Weeks	Before Course Begins	Before Week 3 Begins
Five Weeks	Before Week 2 Begins	Before Week 4 Begins
Six Weeks	Before Week 3 Begins	Before Week 4 Begins
Seven Weeks	Before Week 3 Begins	Before Week 5 Begins
Eight Weeks	Before Week 3 Begins	Before Week 6 Begins
Weekend AANA	Before 1 st Saturday Begins	Before 2 nd Friday Begins

COURSE CANCELLATION

Warner Pacific University is committed to providing each student with a healthy learning environment in the classroom. Class sizes are carefully monitored to ensure each student has the opportunity for active engagement and interaction. Should it become necessary to cancel a course due to low enrollment, an academic advisor will notify the affected students to identify acceptable alternatives.

“NO SHOW” POLICY

Students who fail to begin a course for which they are registered will be withdrawn from that course and charged a “No Show” fee. Students who miss the first workshop but follow established processes to drop the course before the second workshop will be charged a \$50 “No Show” fee. Students who miss workshops one and two will be automatically dropped from the course and charged a \$100 “No Show” fee. In online courses, students are considered to have “attended” class if they posted in the course site at any point after the start date of the course.

If the student does not return for the next registered course and does not have contact with the academic advisor, the student will be withdrawn from the university under the Vanished Student Policy.

APPROVED LEAVE OF ABSENCE (LOA)

A Leave of Absence is a planned temporary break in attendance, and therefore must meet certain conditions. If the conditions are not met, the student is considered withdrawn and a return of Title IV funds (financial aid funds) calculation must be performed. Students may begin the process to request a Leave of Absence by contacting an academic advisor or financial aid counselor.

In order to qualify for an approved LOA, the student must meet with a financial aid counselor, and adhere to the following requirements:

- Requests for a LOA must be submitted in writing, signed and dated by the student, specify the reason for the leave request, and signed for approval by a representative of the financial aid department
- Requests for a LOA must be made prior to the final session of attendance, unless unforeseen circumstances prevent the student from doing so
- There must be reasonable expectation the student will return from the LOA
- Students in the Non-Standard Term format must be expected to return within the same semester
- The LOA together with *any additional* LOAs must not exceed a total of 150 days including weekends and scheduled breaks within the LOA in any 12-month period
- Prior to granting the LOA, the school must explain to a Title IV loan recipient student, the effects a failure to return to enrollment may have on the student's loan grace period and repayment terms. The leave is not considered approved until after counseling has been completed and the student has submitted a signed and dated "Request for Leave of Absence" form

If a LOA does not meet the conditions listed above, and the student is not in attendance for more than 28 days, the student is considered withdrawn from the school, and the school is required to perform a return of funds calculation to the federal government.

PROGRAM WITHDRAWAL

A student who finds it necessary to withdraw from the program must contact the assigned academic advisor in writing. The date of written notification will determine the exit date. See section on PGS Refund Policy to understand the financial impact of withdrawal.

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

- Students who drop or withdraw from a class after it has begun must submit a drop form. Failure to do so may result in a Return of Title IV Funds calculation.
- Students who are out of attendance for more than 28 days, based on the last attendance date, will have a Return of Title IV Funds calculation performed.
- Any unearned funds will be returned to the lender, or in the case of grant money, to the government.
- Any earned funds that remain as a credit on the student account, may be paid to the student directly or returned to the lender.

Students enrolled in the non-term program who wish to temporarily withdraw from the program must successfully complete all the credits in the current payment period as of the date of withdrawal in order to qualify for additional federal aid. When a temporarily withdrawn student returns to Warner Pacific University within 180 days, any funds that have been sent back can be requested again, and the student must complete the credits that aid was intended to cover before new funds can be disbursed. Students who return after being out over 180 days will return under a new aid award year.

ADMINISTRATIVE PROGRAM WITHDRAWAL

Students may be administratively withdrawn from the program for the following reasons:

- Academic misconduct
- Student misconduct
- Non-attendance
- Persistent absences in multiple courses
- Non-payment of tuition or fees
- Failure to remove a condition of exception for regular admission
- Failure to return from a leave of absence
- Failure to return from an individual course withdrawal
- Student misconduct within collegial relationships (e.g.: in class, with other students, with faculty, in online forums)

Warner Pacific University reserves the right to deny admission, continued enrollment, or readmission to any applicant or student whose personal history and background indicate that his or her presence at Warner Pacific would endanger the health, safety, welfare, or property of the members of the academic community or interfere with the orderly and effective performance of the university's functions. Appeals should be addressed to the Associate Vice President for Academic Affairs.

When a student stops attending classes, fails to complete a withdrawal form, and fails to communicate or respond to communication from academic advisors, faculty, and/or staff, the student is considered to be vanished and will be administratively withdrawn from the program. The administrative withdrawal will take place after the student has been out of attendance for 28 days or if the student does not return to class on the expected date of return and does not make contact with the academic advisor, whichever occurs first. The student's grade and tuition charges will be calculated appropriately, per the date of the administrative withdrawal.

PROGRAM RE-ENTRY

Students wishing to return to Warner Pacific after an absence will work with an academic advisor or enrollment representative who will guide them through the re-entry process (audit, readmission, petition, degree planning, etc.). Students must be in good standing academically and financially at Warner Pacific University and cleared of any registration holds prior to re-entry.

Re-entry into a cohort will be based, in part, on available space in the appropriate class. Readmitted students are required to complete the degree requirements specified in the current PGS Bulletin at the time of re-entry. Any Core Studies requirements specific to class standing must be completed at the level in which the student originally entered Warner Pacific.

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

Previously returned federal student aid funds may not be immediately available upon re-entry. Please see the financial aid department for details. Any charges not covered by financial aid must be paid according to Student Financial Services policies.

ENROLLMENT STATUS

Non-Term Program

Students enrolled in courses through the Professional and Graduate Studies non-term format are considered to be at full-time status while enrolled. Students with a break over 28 days without an approved Leave of Absence are reported as withdrawn from the University.

Students wishing to participate in courses concurrently must be in good academic standing and be financially clear with Student Financial Services and the Office of Financial Aid.

Non-Standard Term Program

The following statuses apply to students enrolled in the non-standard term Professional and Graduate Studies:

- To be considered full-time: Undergraduate students must be enrolled in a minimum of 12 credits per semester. Graduate students must be enrolled in a minimum of six credits per semester.
- To be considered part-time: Undergraduate students must be enrolled as a degree-seeking student in a minimum of six credits and a maximum of 11 credits per semester. Graduate students must be enrolled as a degree-seeking student in a minimum of three credits and a maximum of five credits per semester.

Students may not register for more than 18 credits in any given semester.

To participate in courses concurrently, the student must be in good academic standing and be financially clear with Student Financial Services and the Office of Financial Aid.

CLASS STANDING

All students who have applied for admission to the university and are working on a degree program are assigned class status:

Class Standing	Credits/Degree Earned
Freshman	0 – 23.99 semester credits earned
Sophomore	24 – 47.99 semester credits earned
Junior	48 – 85.99 semester credits earned
Senior	86+ semester credits earned
Post-Baccalaureate	Earned 1 st accredited baccalaureate degree and pursuing a second degree, advanced licensure or certification
Graduate	Earned an accredited baccalaureate degree and have been accepted into one of the graduate programs

ACADEMIC PERFORMANCE

ATTENDANCE POLICY AND PARTICIPATION GUIDELINES

Weekly Schedule

On-Ground Courses: Courses meet weekly, with preparation required to the first session of each course. (Preparation may involve reading and writing assignments due at the start of the first session.) The course ends immediately following the final session.

Online Courses: The online class week begins on Monday (Day 1, 12:01 a.m.) and ends on Sunday (Day 7, 11:59 p.m.). Therefore, if an assignment is due on Day 4, it must be posted no later than 11:59 p.m. on Thursday of that week.

Attendance Policy

Faithful attendance in an accelerated degree program is integral to student success. This educational model includes much more than just an expert or academician distributing his/her knowledge to a class of students. Learning happens through collaboration and engagement, with the instructor serving as a facilitator of that learning. In the classroom, small group relationships are developed to ensure that collaboration, participation, and teamwork are key ingredients in the learning process. In other words, attendance is required in order to participate in the full learning experience. Unless the course syllabi indicate otherwise, the following attendance policies are in effect.

Attendance for In-Person Courses: Attendance at class meetings and participation in learning team meetings is required. However, since occasional absences may be necessary, students may miss up to one class session (four hours) of a five- or six-week course. Such students will be expected to work with their instructor to make up any missed work for that week, but there will be no additional negative impact on their final grade. Absences beyond one class session will result in an automatic 20% reduction in the course grade for each additional missed session. If the course duration is four weeks or less, students may miss only an equivalent of half a class session before course grade reductions are enforced. (See also the No Show Policy).

Special Note Related to In-Person Attendance during the Pandemic

Due to the unique health challenges related to COVID-19, students are asked not to attend class meetings in person if they are feeling ill or have been exposed to the virus. As a result, there will not be an automatic grade penalty for missing more than one in-person class session if the excess absences are due to pandemic-related issues, and if the student works with the instructor to complete required discussion online during that class week. Students should contact their instructor and advisor if absences due to COVID-19 concerns are required.

Attendance for Online Courses: To be considered in attendance in an online course, a student must be actively engaged in the course content throughout each week of the online course. Engagement is measured by participation in the online discussion forums, posting course assignments, or completing online quizzes or activities. Students who do not submit any work during an online week (Monday through Sunday) will be considered absent during that week and will be expected to work with their instructor to make up any missed work for that week.

Students are allowed one absence during a five- or six-week session with no additional negative impact on their final grade. Absences beyond one class session will result in an automatic 20% reduction in the course grade for each additional missed week. (See also the No Show Policy).

Leave of Absence: In extreme circumstances (extended illness, surgery, family crisis, etc.), a leave of absence or an exception to the attendance policy may be granted (see Leave of Absence Policy and Petitions Regarding Application of Academic Policy). The student should contact the academic advisor as soon as he or she becomes aware of a potential need for a leave of absence or request for exception.

Participation Guidelines

Participation in In-Person Courses: Participation is assessed by the instructor and may be a factor in assigning a student's final grade. Participation typically requires active engagement in weekly classroom and learning team activities and discussions. Note that attendance and participation are measured differently. Excessive absences will negatively impact the course grade. However, mere attendance in class does not by itself ensure full credit for course participation.

Participation in Online Courses: Full participation in an online course requires regular engagement with the course, and typically requires the student to log in to the course site several times each week. Full participation also typically includes completion of all required discussion forum questions, or submission of all assignments if no discussion questions are required. Note that attendance and participation are measured differently. Excessive absences will negatively impact the course grade. However, mere attendance in class does not by itself ensure full credit for course participation.

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.

Grading

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

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

LEARNING TEAMS

Foundational to the educational philosophy and practice of the Professional and Graduate Studies at Warner Pacific University is the acknowledgement that there is a difference between traditional-age college students and those students who have been in the workforce for a time before attending college. Adult students are self-directed, often financially independent, and typically oriented toward professional development. Warner Pacific is committed to providing adult learners with an education that is both philosophically and theoretically challenging and transformative while being practically/professionally useful and engaging. Toward that end, Warner Pacific has made a deliberate choice to make learning within community a centerpiece of the educational process.

There are two primary ways that the Professional and Graduate Studies nurtures community learning: through program cohorts and, within courses, through projects built around team interaction. Students who enter a degree program will take most of their courses with the same group of students. This provides students with an opportunity to connect deeply to others who share their vocational aspirations, and to learn from others who bring their diverse knowledge and skills into the classroom. Graduates report that their cohort colleagues were instrumental in both their success in and their enjoyment of the educational process.

In addition to program cohorts, many courses within the curriculum have projects that are assigned to learning teams. Learning teams are usually comprised of 3-5 students and are specifically focused on the completion of a project that addresses one or more course outcomes. Project learning teams are provided with guiding documents that help them with project planning, self-evaluation, and team evaluation. Evaluation of learning team projects is based upon both the quality of the project itself as well as the teamwork and collaboration used in the production of the project. Students are invited to grade both themselves and their teammates at the end of each project, both for purposes of accountability, and also to help students focus on developing teamwork skills that will greatly enhance their work in professional settings.

Learning teams are assigned at the beginning of each course and are expected to connect during Week One of every course. The means of contact throughout the course may vary, but ongoing contact with the learning team should be considered an extension of the classroom experience. Therefore, outside of designated class time, learning teams are expected to connect based on their team's preference. Some examples include:

- Before or after class or during breaks on class nights (for face-to-face classes)
- A separate place and time during the week
- Telephone conference
- Group forums on MyWP Classes
- Email exchanges
- Skype, Google Hangout or other virtual meeting place

Learning teams may use facilities at Centre 205, or the Otto F. Linn Library or Tabor Grind Coffee Shop at the Tabor Campus during regular business hours.

The Professional and Graduate Studies realizes that students have different learning styles and time schedules, and that it is sometimes challenging to adapt to the needs of team members. In these challenges, students are asked to work together to positively engage and encourage each other to achieve both successful completion of team assignments, as well as to develop negotiation and problem-solving skills. Students who fully engage with their program cohort and learning teams often report deep satisfaction with both their skill development and the professional and personal network that develops through learning community engagement.

GRADING EXPECTATIONS AND RUBRICS

Assessment Criteria

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

Grading Policies

The quality of academic work is measured in terms of letter grades and numerical grade points. Plus or minus grades may be specified on the transcript but will not affect calculation of the grade point average.

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

* Non-punitive grade

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

- Individual homework
- Learning Team homework
- Individual presentation(s)
- Learning Team presentation(s)
- Quizzes and examinations
- Learning Team evaluation(s)
- Other stated requirements, such as reports, term papers, book reports, and notebooks, as assigned by the faculty member

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

Late Work Policy

The Professional and Graduate Studies at Warner Pacific University is an accelerated program, built upon adult-learning principles. Due to the accelerated and elevated nature of the work, it is critically important that students maintain pace with course assignments. For that reason, late work is typically not accepted. Students are expected to complete all assignments as scheduled, as detailed in the syllabus and/or course site.

- The instructor will determine whether late work for the course will be accepted and will appropriately communicate that to the students.
- An assignment is deemed late if submitted after the deadline for that assignment as specified in the syllabus or course site (as applicable).
- Late work, if allowed, will only be accepted for up to one week following the due date of the assignment and will be reduced by at least 20%.

Course Assignments

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

Pass / No Pass Grades

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 (“B” letter grade for graduate students).
- Courses in the student’s major or minor may not be P/NP
- Other courses which may not be taken for a P/NP include composition courses used for core (EN 111A, EN 112A), and BI 151A. (Any exceptions to this list must be approved by the department offering the course.)
- Students may elect to take a maximum of 12 credits P/NP to apply toward the bachelor degree (a maximum of 6 credits may be applied toward the associate degree).

- 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 PGS Records before the withdrawal deadline of the course to exercise this option. (Form is available online, through the academic advisor, or in PGS Records).
- Once the P/NP option has been elected, it is not possible to request a letter grade at a later date.

Any exceptions to the above policy must be approved by the Academic Policies Committee. Students may elect the P/NP option up until the withdrawal deadline of the course.

Submission of Grades and Grade Reports

Instructors are required to submit final course grades for each course no later than two weeks after the last class of the course. Students will be able to access their grades through MyWP immediately after submission by the instructor. Once recorded, grades can be changed by the instructor only in the case of clerical or computational error.

ACADEMIC RENEWAL POLICY

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.

CREDIT HOUR DEFINITION

The term “credit hour” represents an amount of work corresponding to the learning outcomes of a course rather than a specific amount of time. Given this explanation, there is recognition of a relationship between time spent on task and measurable student achievement.

In the traditional 15 week semester program, a credit hour is generally represented by one hour each week of classroom instruction or direct faculty interaction and two hours of outside course work (representing 45 hours spent on course work per credit). In courses that are shorter in duration, similar or equivalent student learning outcomes must be achieved regardless of length of course or actual direct contact hours. This applies to accelerated courses, online courses, internships, practica, and laboratory work.

Academic expectations to ensure satisfactory learning outcomes in the Professional and Graduate Studies include:

1. Course content - Each course syllabus is created by a qualified faculty member with appropriate academic credentials and expertise in the course content area. The syllabus must include the following components:
 - a. Course description
 - b. Course outcomes
 - c. Learning activities and assignments
 - d. Objectives
 - e. Grading rubrics
 - f. Critical PGS policies
 - g. Materials inventory
 - h. ADA statement
 - i. Introductory note to students
 - j. Individual workshop expectations
2. Course length and expectations - Typically each course meets for 5 to 8 weeks depending on the course content and level (undergrad vs. grad) from 6:00 to 10:00pm, one night per week for the duration of the course. Schedules for weekend and online courses vary. Students are expected to come to class prepared; required preparation is outlined in the syllabus which is distributed prior to the first night of the course. Professors are expected to use the class time to build on the preparation done by students. Students should expect to spend 10-20 hours outside of class each week preparing for class and completing required course assignments. This includes work with Learning Teams.
3. Assessment - Assessing student learning and program outcomes is essential to the academic quality and integrity of any program. Assessment should occur at multiple levels.
 - a. Student assignments - included in the course syllabus are student assignments and grading rubrics for those assignments. Through the use of these grading rubrics

faculty should be able to adequately assess the learning of individual students in relationship to the expected learning outcomes.

- b. Program outcomes - each program has stated program outcomes that are assessed through the institution's annual assessment process. These assessments might include external assessment measures such as standardized testing which allows the institution to evaluate the learning of students based on nationally normed data.
- c. Core Studies assessment - for undergraduate programs, students will also be assessed based on the development that has occurred through the general education core. These assessments relate directly to the Core Themes identified as the essential components of the mission of the institution. Assessment at this level will be conducted through the curriculum committee and the office of institutional research.

ACADEMIC APPEALS AND PETITIONS

Appeals and petitions fall into three general categories: 1) appeals of grades; 2) petitions regarding application of general academic policies; and 3) petitions regarding application of PGS policies. Depending upon the nature of the appeal, it may be reviewed by the university's Academic Policies Committee, the PGS Academic Policies Committee, or the Associate Vice President for Academic Affairs. In all cases, the appeals process begins with the student contacting his or her academic advisor, who will direct the student to the appropriate procedure. See section on Grade Appeals for additional information on the grade appeals process.

Grade Appeals

Resolution of grade appeals should be handled at the lowest possible level. When disputing a grade, the student must first discuss the situation with the faculty member involved. This discussion must be initiated within 30 days of the posting of the disputed grade. Should discussion with the faculty member not resolve the issue and the student desires to appeal, the following procedure must be followed:

1. The student should consult with his/her academic advisor who can assist with the formal appeal. To proceed with an appeal, the student must submit a written statement describing the situation to the Division Chair in which the course is housed. The statement must include specific information regarding the dispute, a description of the student's attempt to resolve the dispute with the faculty member, and the desired outcome. In the event that the grade dispute is with a Division Chair, the written statement is addressed directly to the Associate Vice President for Academic Affairs (AVP), as described in Step 3 below. This step must be taken within **30 days** of the conversation with the faculty member noted above.
2. The Division Chair will consult with the student and the faculty member in an effort to clarify and resolve the issue to the mutual satisfaction of both. The faculty member may be asked to submit documentation for the assignment of the disputed grade to the Division Chair. If the dispute is not resolved to the mutual satisfaction of the student and the faculty member, the Division Chair will issue a decision within **two weeks** of the

meeting(s). Appeals arising between May 15th and August 15th may take longer to be addressed.

3. The student or the faculty member may appeal the Division Chair's decision to the AVP. A formal written appeal must be given to the AVP within **two weeks** of the issuance of the Division Chair's decision. The AVP will consult with the Division Chair, who will submit all information collected in the previous steps. The AVP may make a judgment at that point or request additional consultations with the student, faculty member and the Division Chair in order to further clarify and seek a mutually agreeable solution. Within **two weeks** of receiving the formal appeal, the AVP will communicate a decision to the student, the faculty member and the Division Chair.
4. Either the student or the faculty member may appeal the AVP's decision. Further appeal goes to the Academic Policies Committee of the university. The committee will review all of the material collected in each step, as well as the decisions rendered by the Division Chair and the AVP. The committee will hold a hearing on the appeal in which parties to the dispute will be granted an opportunity to present their cases and answer questions from the committee. After deliberation, the committee will render a decision within **two weeks**. The decision of the committee is final. No further appeal is available. The committee's decision will be conveyed in writing to the student, the faculty member, the Division Chair, and the AVP. Copies of the decision will also be on file in the Office of Academic Affairs and in the student's official academic record.

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 student's advisor, who will process the petition and forward it to the appropriate office for review. Typical petitions deal with retroactive withdrawals, attendance issues, concurrent enrollment, waiver of requirements, etc.

ACADEMIC HONORS

Dean's List

A Dean's List is published each semester in recognition of undergraduate students completing 12 or more letter grade credits and receiving a minimum grade point average (GPA) of 3.5 in all courses attempted that semester. 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.

Master degree candidates are not considered for the Dean's List.

Graduating with Honors

Bachelor degree candidates with qualifying GPAs who have completed at least 43 semester credits at Warner Pacific University receive confirmation of honors at graduation. The cumulative GPA appears on the student's transcript at the time of graduation and is used to calculate the GPA for graduation. The cumulative GPA is based on all courses attempted (both at

Warner Pacific University and transfer) which are applicable toward graduation at Warner Pacific University.

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

Associate, second bachelor degree candidates and Master degree candidates are not eligible for academic honors at graduation.

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 Associate Vice President for Academic Affairs (AVP). Possible actions that may be taken by a faculty member who suspects a student of academic dishonesty (after conversation with the student in order to determine the student's awareness of the problem) are listed below. In order to protect both student and faculty involved, the AVP must participate in 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 PGS-Academic Policies Committee for resolution, which will address the issue using the regularly established procedures for academic appeals.

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

At the discretion of the AVP, 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).

SATISFACTORY PROGRESS

A student is expected to make satisfactory progress toward a degree by maintaining a minimum 2.0 GPA in WPU program coursework (3.0 in master degree programs), and by earning a “C-” or higher in all major and minor requirements leading toward a baccalaureate degree. Satisfactory progress in the graduate program requires the completion of all coursework with a grade of “B-” or higher.

Academic Standing

An undergraduate student will be placed on "Academic Warning" when a grade lower than “C-” is earned and/or when a student’s WPU cumulative GPA falls below 2.0. It is suggested that a student on "Academic Warning" meet with the academic advisor within one week of the warning to formulate a plan for improving academic performance. A student in a graduate program will be placed on “Academic Warning” when a grade lower than “B-” is earned and/or when a student’s cumulative GPA falls below 3.0.

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

If a student in a bachelor degree program earns below a “C-” grade in a major upper division course requirement or in ILR 300A, the course must be repeated. Students who need to repeat a course should consult with a financial aid counselor, since financial aid may be impacted.

At the end of the next WPU program course, the Records Office will conduct a status review. If the undergraduate student’s cumulative GPA is above 2.0 and the course has been successfully completed with a “C-” or higher, the student's "Academic Warning" will be dropped. If the cumulative GPA remains below 2.0 or if the student fails to earn at least a “C-“ in the next program course, the student will be placed on "Academic Probation.” Master degree students will be reviewed similarly: if the course has been successfully repeated with a “B-” or higher and/or if the cumulative GPA is above 3.0, the student’s Academic Warning will be dropped.

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

Warning – Occurs when an undergraduate student fails to earn at least a “C-” (“B-” for graduate students) in any course

Warning status is removed when the undergraduate student earns at least a “C-” (“B-” for graduate students) in the next WPU course and raises his/her cumulative GPA to a 2.0 or above (3.0 or above for graduate students).

Probation – Occurs:

- when an undergraduate student on Academic Warning fails to earn at least a “C-” (“B-” for graduate students) in the next WPU program course
 - during the first three courses for students admitted with academic forgiveness.
- Probationary status is removed when the undergraduate student earns a grade of at least “C-” (“B-” for graduate students), and the cumulative GPA rises above 2.0

(3.0 for graduate students); or when the student admitted on academic forgiveness completes the first three courses with a GPA of 2.0 or higher.

In all cases, the student will meet with his or her academic advisor to discuss the student's continuation in the program. The student and academic advisor will design a written plan with goals and timelines for improvement, which, if not met, may result in academic dismissal from the program.

Academic Dismissal – may occur when:

- an undergraduate student on Academic Probation fails to earn at least a “C-” (“B-” for graduate students) in a third consecutive WPU program course
- a student admitted under the Academic Forgiveness Policy fails to earn at least a C- in any of the first three courses in the program.

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

Appeals for Readmission

Those academically dismissed students who do not petition for reconsideration, or whose petitions are denied may appeal for readmission after a period of three months from the date of disqualification. At that time, a petition should be submitted to the Professional and Graduate Studies Academic Policies Committee explaining:

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

Readmission candidates must be in good financial standing at Warner Pacific University and must be clear of any Warner Pacific University registration holds. Petition forms may be obtained from the academic advising department.

Returning from Academic Dismissal

Students returning from academic dismissal will be readmitted on probation and must meet all academic standards and adhere to all limitations and requirements for probationary status as described above.

GRADUATION PROCESSES

APPLICATION FOR GRADUATION

When students are approximately one year from graduation, they begin the application for graduation process with the assistance of the academic advisor. The Application for Graduation and Program Evaluation Review (available in the PGS Records Office or Advising) 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 must confirm the completion of major requirements with the academic advisor.

The student will graduate under the requirement listed in the bulletin in effect at the time of program matriculation. Students who do not maintain continuous enrollment will graduate under the requirements listed in the bulletin in effect at the time of re-admission. Any outstanding degree requirements must be completed within five years of exiting the university. If the requirements are not completed within that time frame, the student must re-apply for admission, and complete the bulletin requirements at the time of re-admission.

PARTICIPATION IN COMMENCEMENT

Two commencement ceremonies are held each year: Spring (May) and Mid-Winter (December). Students wishing to walk in a ceremony prior to completing degree requirements or satisfying financial obligations to the university, may petition the Academic Policies Committee in writing at least one month prior to that ceremony.

In order to be eligible to participate in a commencement ceremony, graduates must have completed or be enrolled in all remaining academic coursework in the semester during which the ceremony takes place. All graduation requirements must be completed before the degree will be posted, and financial obligations to the university must be met before the diploma will be awarded to the student. Any alternate credit options (credit by examination testing, certificates) must be completed at least 30 days prior to the intended commencement ceremony date.

Because graduation is the culmination of one's academic career and provides an opportunity for the recognition of academic achievement, all graduating students are encouraged to plan their schedules in order to participate in graduation ceremonies. Students who elect to not participate in the commencement will receive their diplomas after the graduation ceremony date.

DEGREES

ASSOCIATE DEGREES

Associate degrees offered through Professional and Graduate Studies include the Associate of Arts (A.A.) in General Studies, Associate of Arts (A.A.) in Organizational Dynamics and an Associate of Science (A.S.) in Accounting.

BACHELOR DEGREES

Bachelor degrees offered through Professional and Graduate Studies include Bachelor of Arts (B.A.) in Accounting, Bachelor of Arts (B.A.) in Accounting and Finance, Bachelor of Arts (B.A.) in Business Administration, Bachelor of Arts (B.A.) in Finance, Bachelor of Arts (B.A.) in Health Care Administration, Bachelor of Arts (B.A.) in Human Resource Management, Bachelor of Arts (B.A.) in Ministry and Com Bachelor of Science (B.S.) in Criminal Justice and Criminology, Bachelor of Science (B.S.) in Early Childhood/Elementary Education, Bachelor of Science (B.S.) in Psychology and Human Development, and a Bachelor of Science (B.S.) in Nursing (RN-to-BSN).

GRADUATE DEGREES

Graduate degrees offered through Professional and Graduate Studies include the Master of Arts (M.A.) in Human Services, Master of Arts (M.A.) in Organizational Leadership, Master of Arts (M.A.) in Teaching, Master of Business Administration (MBA), and Master of Education (M.Ed.) with a Reading Interventionist Endorsement or ESOL Endorsement emphases.

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 requirements at Warner Pacific University.

Student Outcomes for the General Education Core Curriculum

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 encompasses 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.

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 civic 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.

PGS bachelor degree candidates must complete all Core Studies requirements. These are the general education requirements that may be earned through college coursework, standardized tests or PLE Essays. A course is defined as consisting of a minimum of two semester credits or the equivalent quarter credits with the exception of courses in the area of participatory fine arts or health and fitness where fewer than two semester credits may meet the course definition requirement for Core Studies.

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

There are 13 clusters of general education core centered on four core themes. Each cluster must be satisfied with at least one course/2 credits (except for the Written Communication cluster, which requires 2 courses). The clusters are:

Core Theme 1: Christ-Centered (3 clusters)

Cluster	Satisfied by	WPU courses
Exploration of Spiritual Journey	At WPU only	REL-320A
Holistic World View	Bible-based Christian faith course <u>or</u> a personal health/nutrition course with an activity component	BI-151A PHIL-291A HE-151A
Ethics	An ethics course	HUM-211A REL-291A TH-310A

Core Theme 2: Diversity (1 cluster)

Cluster	Satisfied by	WPU courses
Appreciation of Diversity	A course in the humanities or social sciences that focuses on diverse voices and perspectives or global issues	SOC-340A SS-352A REL-312A/313A

Core Theme 3: Urban (1 cluster)

Cluster	Satisfied by	WPU courses
Urban Life	Social science course with a focus on human behavior and social/cultural interactions or urban issues.	PS-140A PS-300A SOC/PS-345A SOC-350A PSY-100A

Core Theme 4: Liberal Arts (7 clusters)

Cluster	Satisfied by	WPU courses
Written Communication	Full sequence of Composition (minimum 6 semester units)	EN-111A EN-112A
Information Literacy and Research	Upper-Division Information Literacy and Research Writing course	ILR-300A
Interdisciplinary Thinking	At WPU only	HUM-310A
Information Technology	Information Technology course	BUS-223A CMPT-100A
Scientific Reasoning	Any biological or physical science course.	ENV 100A
Quantitative Reasoning	Any college-level math course.	MA 104
Historical/Cultural Knowledge and Practice	Humanities or art course focused on one of the following: <ul style="list-style-type: none"> • the historical and/or cultural context of an art form • survey of literature • survey of history • hands-on activity course involving artistic expression 	EN-120A FA-200A HIS-200A
Critical Thinking and Strategic Action	Any course focused on one of the following: <ul style="list-style-type: none"> • interpersonal discourse or conflict resolution • effective public presentations • development and application of problem-solving techniques • the use of critical thinking • development and execution of a strategic plan 	BUS-261A BUS-321A COMM-200A SS-380A

RESIDENCY REQUIREMENT

Satisfactory completion of the Professional and Graduate Studies coursework will meet Warner Pacific residency requirements. Residency requirements vary, depending upon program length. The residency requirement for an associate degree is 30 credits. For baccalaureate and master degree programs, 75% of the course work must be completed in residence.

Students may transfer in identical courses within the program, but will be required to work with their academic advisors to identify and complete additional courses at Warner Pacific to meet the residency requirements of their intended degree program.

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 bulletin 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.

Students can track progress toward their degree requirements by accessing Program Evaluation through MyWP (<http://warnerpacific.edu>).

Requirements for the Associate Degrees

Students completing an associate degree must have met the following requirements.

1. Sixty-three semester credits; 30 credits must be completed in residence. (PSY-110A, BUS/SOC-100A, HUM-211A and REL/PHIL-291A must be taken in residence.)
2. Completion of specific courses and requirements for the desired degree as set forth in the Bulletin.
3. Cumulative grade point average (GPA) at graduation of at least 2.0.
4. A grade of "C-" is required for all courses counting towards the general education core

Requirements for the Baccalaureate Degrees

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

1. Minimum of 124 semester credits
2. Minimum of 40 semester credits of upper division (300-400) level study (satisfied through PGS cohort coursework)
3. Completion of core requirements, major requirements, and residency requirements as listed in the Bulletin.
4. Cumulative grade point average (GPA) of at least 2.0
5. A grade of "C-" or higher in all required courses in the major and general education core
6. If a minor is declared, a grade of "C-" or higher in all courses required for the declared minor.

A student seeking to earn a bachelor degree from the Professional and Graduate Studies must complete the required cohort study as prescribed in the program. Identical courses completed within the past five years will count toward the cohort program; the student still needs to fulfill the residency requirements of their individual program. The individual student's schedule and

financial aid packaging must be factored into the approval process for substituted coursework. The first course in the sequence, HUM 310A and REL 320A must be taken in residence at Warner Pacific.

Students will graduate under the requirements listed in the Bulletin in effect at the time of program matriculation. Students, who move from one-degree program to another, will be subject to the requirements in the Bulletin in effect at the time the new program begins. Similarly, students who leave the program for over a year, but subsequently return to the program and complete study, will graduate under the Bulletin in effect at the time of re-entry.

Requirements for the Second Bachelor Degree

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

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

Requirements for the Graduate Degrees

Master of Arts in Human Services

Students must meet the following requirements to earn a Master of Arts in Human Services through the Professional and Graduate Studies:

1. Complete a minimum of 39 credits, 30 credits in residence. For students admitted into the Advanced Placement program, up to 6 credits may be satisfied through proficiency essay assessment
2. Complete the approved Master of Arts in Human Services program coursework
3. Achieve a minimum cumulative grade point average of 3.0 with no individual course grade lower than “C-”
4. Successfully complete the field practicum or master thesis

Master of Arts in Teaching

Students must meet the following requirements to earn a Master of Arts in Teaching degree through the Professional and Graduate Studies:

1. Complete a minimum of 35 credits, 27 credits in residence
2. Complete the approved Master of Arts in Teaching program coursework
3. Achieve a minimum cumulative grade point average of 3.0 with no individual course grade lower than “C-”
4. Successfully complete a minimum of 15 weeks of student teaching and submit an edTPA to Pearson for evaluation

Master of Business Administration

Students must meet the following requirements to earn a Master of Business Administration through the Professional and Graduate Studies:

1. Complete the approved Master of Business Administration program course work: 42 credits, 32 credits in residence. For students admitted into the Advanced Placement program, up to 15 credits may be satisfied through proficiency essay assessment
2. Achieve a minimum cumulative grade point average of 3.0 with no individual course grade lower than a “C-”

Master of Education

Students must meet the following requirements to earn a Master of Education through the Professional and Graduate Studies:

1. Complete a minimum of 31 credits, 24 credits in residence
2. Achieve a minimum cumulative grade point average of 3.0 with no individual course grade lower than “C-”
3. Successful presentation of Capstone project
4. Submit a copy of the Capstone Presentation to the Director of the MED Program

Master of Arts in Organizational Leadership

Students must meet the following requirements to earn a Master of Arts degree in Organizational Leadership through the Professional and Graduate Studies:

1. Complete the approved Master of Arts in Organizational Leadership program course work (36 credits, 27 credits in residence)
2. Achieve a minimum cumulative grade point average of 3.0 with no individual course grade lower than “C-”

A student seeking to earn a graduate degree from Professional and Graduate Studies must complete the required cohort study as prescribed in the program. Identical courses completed within the correct time frame may count toward the cohort program; but the student still needs to fulfill the residency requirements of their individual program. The individual student’s schedule and financial aid packaging must be factored into the approval process for substituted coursework.

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

PROGRAMS OF STUDY

ASSOCIATE OF ARTS IN GENERAL STUDIES

The Associate of Arts in General Studies is a degree concentrating on exposure to a broad range of liberal arts study. The degree is suitable for transfer into a bachelor degree and meets the needs of students who desire a well-rounded, general two-year degree.

Cohort Study Curriculum

21 COURSES/ 63 SEMESTER CREDITS

Residency requirement: 30 credits

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

Required Courses/Areas

BI 151A	The Bible as Literature (<i>Holistic World View GE core</i>)
BUS 223A	Introduction to Microsoft Office (<i>Information Technology GE core</i>)
COMM 200A	Interpersonal Communications (<i>Critical Thinking GE core</i>)
EN 111A	Composition & Research I (<i>Written Communication GE core</i>)
EN 120A	Introduction to Literature (<i>Historical/Cultural Knowledge GE core</i>)
ENV 100A	Environmental Studies (<i>Science GE core</i>)
FA 200A	Introduction to the Arts (<i>Historical/Cultural Knowledge GE core</i>)
HE 151A	Health and Fitness for Adults (<i>Holistic World View GE core</i>)
HIS 200A	Introduction to History (<i>Historical/Cultural Knowledge GE core</i>)
HUM 211A	Humanities Colloquy: War and Peace (<i>Ethics GE core</i>)
MA 104A	Math for Liberal Arts (<i>Math GE core</i>)
PS 140A	American Government (<i>Urban Life GE core</i>)
PSY 100A	Foundational Elements of Psychology (<i>Urban Life GE core</i>)
REL 291A	Religious & Philosophical Foundations of Ethical Practice (<i>Ethics GE core</i>)

Electives (21 credits) will round out the degree. Electives offered most often include:

BUS/SOC 100A	Team Dynamics
BUS 120A	Introduction to Business & Personal Finance
BUS 112A	Principles of Budgeting and Accounting
BUS 261A	Organizational Writing & Presentations
EN 112A	Composition & Research II
SOC/SS 250A	Criminology

Upon successful completion of the Associate of Arts in General Studies, graduates will demonstrate:

1. Explain foundational beliefs and practices of Christian faith.
2. Articulate and apply the holistic benefits of a healthy lifestyle.
3. Demonstrate an ethical and respectful worldview that promotes stewardship and care for others.
4. Articulate the value of diverse voices and perspectives.
5. Explain the impact of global interdependency on social and cultural systems.
6. Articulate how human behavior interacts with social organizations and cultural patterns.

7. Identify the opportunities and challenges of urban life.
8. Produce written communication relevant to specific audiences.
9. Model civic discourse through purposeful dialogue and/or presentations.
10. Articulate the historical and/or cultural context of a particular art form.
11. Express oneself through one or more artistic medium.
12. Apply problem-solving techniques.
13. Utilize scientific knowledge to understand and explain the natural world.
14. Demonstrate quantitative and analytic reasoning.
15. Explain the value of historical context.
16. Locate, analyze and synthesize information using current technology.
17. Utilize critical thinking to assess information.
18. Demonstrate strategies required to create and execute a plan.

ASSOCIATE OF ARTS IN ORGANIZATIONAL DYNAMICS

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

Cohort Study Curriculum

21 COURSES/ 63 SEMESTER CREDITS

Residency requirement: 30 credits

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

PSY 110A	Principles of Adult Learning
BUS/SOC 100A	Team Dynamics
CMPT 100A	Computer/Information Literacy
EN 111A	Composition & Research I
COMM 200A	Interpersonal Communications
PS 140A	American Government
BUS 120A	Introduction to Business & Personal Finance
EN 112A	Composition & Research II
PSY 100A	Foundational Elements of Psychology
BUS 112A	Principles of Budgeting and Accounting
BUS/SS 220A	Human Resource Development
BUS 261A	Organizational Writing & Presentations
EN 120A	Introduction to Literature
BI 151A	The Bible as Literature
HIS 200A	Introduction to History
MA 104A	Math for Liberal Arts
FA 200A	Introduction to the Arts
HUM 211A	Humanities Colloquy: War and Peace
ENV 100A	Environmental Studies
HE 151A	Health and Fitness for Adults
REL/PHIL 291A	Religious and Philosophical Foundations of Ethical Practice

Upon successful completion of the Associate of Arts in Organizational Dynamics, graduates will demonstrate:

1. The ability to integrate knowledge and decision making within the larger framework of the organization and social and cultural contexts.
2. The ability to apply creativity, innovation, and change.
3. The ability to develop leadership and interpersonal skills.
4. The ability to communicate in the functional areas of business.
5. The human virtues of integrity, humility, compassion, and perseverance.
6. An increased capacity for conceptualization, strategic thinking, and problem solving.
7. The ability to act on one's values and ethics as foundational to good management and leadership.

ASSOCIATE OF SCIENCE IN ACCOUNTING

The Associate of Science in Accounting prepares students for entry-level positions in bookkeeping, accounting, and auditing. The curriculum provides a solid foundation in the liberal arts, business, and accounting. The degree is suitable for transfer into bachelor degree programs and meets the needs of students who desire a general two-year degree.

The Associate of Science in Accounting degree will satisfy all the pre-requisites for the Bachelor of Arts in Accounting program.

Cohort Study Curriculum

21 COURSES/ 63 SEMESTER CREDITS

Residency requirement: 30 credits

All courses are 3 credits and 5 weeks in length.

PSY 110A	Principles of Adult Learning
BUS 210A	Accounting Fundamentals
BUS/SOC 100A	Team Dynamics
BUS 223A	Microsoft Office
BUS 211A	Financial Accounting (pre-requisite: BUS 210A)
BUS 212A	Managerial Accounting (pre-requisite: BUS 211A)
BUS 224A	Computer Accounting Applications (pre-requisite: BUS 212A)
BUS 120A	Introduction to Business & Personal Finance
EN 111A	Composition & Research I
BUS 225A	Payroll Accounting (pre-requisite: BUS 212A)
BUS 226A	Federal Taxation (pre-requisite: BUS 225A)
BUS 261A	Organizational Writing and Presentations
EN 120A	Introduction to Literature
BI 151A	The Bible as Literature
HIS 200A	Introduction to History
MA 104A	Math for Liberal Arts
FA 200A	Introduction to the Arts
HUM 211A	Humanities Colloquy: War & Peace
ENV 100A	Environmental Studies
HE 151A	Health and Fitness for Adults
REL/PHIL 291A	Religious & Philosophical Foundations of Ethical Practice

Upon successful completion of the Associate of Science in Accounting, graduates will demonstrate:

1. Describe the general role of accounting in business in relation to its use by managers, investors, businesses, and regulatory agencies.
2. List Generally Accepted Accounting Principles (GAAP) and recall how GAAP is established.

3. Utilize the steps in the accounting cycle to prepare financial statements from raw financial data.
4. Complete accounting analyses and explain how this information is used to assist in making managerial decisions and controlling the financial aspects of business operations.
5. Recognize the ethical framework for accountants adopted by professional accounting organizations, such as the American Institute of Certified Public Accountants (AICPA) and the Institute of Management Accountants (IMA).
6. Discuss basic business and economic terms and concepts.
7. Employ office productivity applications to create business and accounting related reports and presentations.
8. Understand the changing business climate and the importance of ethical standards in business and one's personal life.
9. Students are expected to be able to communicate in business, regulatory agencies and to the multicultural environment that is present in today's business culture.
10. After completing this program students will have the relevant real-world skills with knowledge and technology to successfully work in any business environment in a multitude of different positions and responsibilities.

BACHELOR OF ARTS IN ACCOUNTING

The accounting major combines hands on experience with theoretical instruction and equips students for careers in accounting or 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 world view context and the employment of ethical decision-making in organizations. The student will develop skills and understand the process of assessing, evaluating, and making decisions about the operational and financial management of business and organizations.

Cohort Study Curriculum

19 COURSES / 58 SEMESTER CREDITS

Degree Residency: 44 semester credits

Requirements for the major: 46 credits: 40 credits in residence, 46 credits upper division

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

Students must successfully pass a first year accounting course series with at least a "C-" within the five-year period prior to beginning the cohort program.

Prerequisites: Accounting Course Series (BUS 211A & BUS 212A or equivalent)
Business Mathematics Proficiency (BUS 107A or equivalent)
Microsoft Office Proficiency (BUS 223A or equivalent)

BUS 301A	Management and Leadership, from Theory to Practice	
ILR 300A	Advanced Information Literacy & Research	
BUS 306A	Economics for Managers	
BUS 311A	Intermediate Accounting I (pre-requisite: BUS 212A)	6 weeks
BUS 312A	Intermediate Accounting II (pre-requisite: BUS 311A)	6 weeks
BUS 314A	Cost Accounting (pre-requisite: BUS 312A)	6 weeks
BUS 332A	Auditing (pre-requisite: BUS 312A)	6 weeks
BUS 336A	Accounting Information Systems	
BUS 401A	Quantitative Analysis for Business	
BUS 461A	Finance for Business	
HUM 310A	Ethics, Faith, Living & Learning	
BUS 303A	Business and Employment Law	
BUS 331A	Non-Profit Accounting (pre-requisite: BUS 312A)	6 weeks
BUS 411A	Advanced Accounting (pre-requisite: BUS 312A)	6 weeks
BUS 412A	Individual Taxation (pre-requisite: BUS 312A)	6 weeks
BUS 413A	Business Taxation (pre-requisite: BUS 312A)	6 weeks
BUS 445A	Global Business	
REL 320A	Spirituality, Character & Service	
BUS 450A	Business Policies	4 credits

Upon successful completion of the major in Accounting, graduates will demonstrate:

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

BACHELOR OF ARTS IN ACCOUNTING AND FINANCE

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. It can also serve as the first step in various professional certifications, including the CFA, CFP, CPA, and CMA. Students will be able to earn 150 credits by holding 60 general education core requirements + 84 credits from this program + 6 credits of electives.

Cohort Study Curriculum

28 COURSES / 85 SEMESTER CREDITS

Degree Residency: 64 semester credits

Students must successfully pass a first year accounting course series with at least a "C-" within the five-year period prior to beginning the cohort program.

Prerequisites: Accounting Course Series (BUS 211A & BUS 212A or equivalent)
Business Mathematics Proficiency (BUS 107A or equivalent)
Microsoft Office Proficiency (BUS 223A or equivalent)

BUS 301A	Management & Leadership: From Theory to Practice
BUS 303A	Business & Employment Law
ILR 300A	Advanced Information Literacy & Research
BUS 306A	Economics for Managers
BUS 311A	Intermediate Accounting I (pre-requisite: BUS-212A)
BUS 312A	Intermediate Accounting II (pre-requisite: BUS-311A)
BUS 401A	Quantitative Analysis for Business
BUS 363A	Introduction to Corporate Finance
BUS 364A	Corporate Finance (pre-requisite: BUS-363A)
BUS 370A	Decision Modeling (pre-requisites: BUS-223A and BUS-401A)
HUM 310A	Ethics, Faith, Living & Learning
BUS 445A	Global Business
SE 364A	Entrepreneurial Finance
BUS 371A	Investments (pre-requisites: BUS-312A and BUS-364A)
BUS 372A	Financial Analysis and Valuation (pre-requisites: BUS-312A and BUS-364A)
BUS 483A	Commercial Banking (pre-requisites: BUS-364A and BUS-370A)
BUS 465A	International Finance (pre-requisites: BUS-364A and BUS-370A)
REL 320A	Spirituality, Character & Service
BUS 314A	Cost Accounting (pre-requisite: BUS-312A)
BUS 332A	Auditing (pre-requisite: BUS-312A)
BUS 336A	Accounting Information Systems
BUS 331A	Non-Profit Accounting (pre-requisite: BUS-312A)
BUS 411A	Advanced Accounting (pre-requisite: BUS-312A)

BUS 412A	Individual Taxation (pre-requisite: BUS-312A)	
BUS 413A	Business Taxation (pre-requisite: BUS-312A)	
BUS 450A	Business Policies	4 credits

Electives: One or more classes from the following:

BUS 453A	Operations Management
BUS 321A	Organizational Behavior and Design
SS 300A	Leadership and Diversity
PS 300A	The American Legal System

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.

BACHELOR OF ARTS IN BUSINESS ADMINISTRATION

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

Cohort Study Curriculum

14 COURSES / 43 SEMESTER CREDITS

Degree Residency: 33 semester credits

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

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

Prerequisites: Business Mathematics Proficiency (BUS 107A or equivalent)
Microsoft Office Proficiency (BUS 223A or equivalent)

BUS 301A	Management and Leadership: From Theory to Practice	
ILR 300A	Advanced Information Literacy & Research	
BUS/PSY 321A	Organizational Behavior and Design	
BUS 401A	Quantitative Analysis for Business	
BUS 306A	Economics for Managers	
HUM 310A	Ethics, Faith, Living and Learning	
BUS 461A	Finance for Business	
BUS 313A	Accounting for Managers	
BUS 340A	Marketing for Managers	
REL 320A	Spirituality, Character and Service	
BUS 303A	Business and Employment Law	
BUS 445A	Global Business	
BUS 453A	Operations Management	
BUS 450A	Business Policies	4 credits

Upon successful completion of the major in Business Administration, graduates will demonstrate:

1. Critical thinking and initiative.
2. Effective leadership and team-oriented capabilities.
3. Effective written and oral communication.
4. The ability to recognize ethical issues as they relate to organizations and their social responsibility.
5. A basic knowledge of the functional areas of business, to include management, business law, organizational leadership, quantitative reasoning, economics, accounting, operations management, corporate finance, marketing, and strategic planning.
6. Knowledge about the use of information and technologies, and be able to apply basic tools to solve business problems.
7. The ability to analyze and interpret basic quantitative information.
8. The ability to apply critical thinking skills to basic business situations.
9. The ability to synthesize and apply knowledge gained from specific business courses and real-world experiences from an organizational perspective. Includes business policies, practica, internships, and experiential learning.

BACHELOR OF ARTS IN FINANCE

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. It can also serve as the first step in various professional certifications, including the CFA, CFP, CPA, and CMA.

Cohort Study Curriculum

19 COURSES / 58 SEMESTER CREDITS

Degree Residency: 44 semester credits

Requirements for the major: 46 credits: 40 credits in residence, 46 credits upper division

Students must successfully pass a first year accounting course series with at least a "C-" within the five-year period prior to beginning the cohort program.

Prerequisites: Accounting Course Series (BUS 211A & BUS 212A or equivalent)
Business Mathematics Proficiency (BUS 107A or equivalent)
Microsoft Office Proficiency (BUS 223A or equivalent)

BUS 301A	Management & Leadership: From Theory to Practice
BUS 303A	Business & Employment Law
ILR 300A	Advanced Information Literacy & Research
BUS 306A	Economics for Managers
BUS 311A	Intermediate Accounting I (pre-requisite: BUS-212A)
BUS 312A	Intermediate Accounting II (pre-requisite: BUS-311A)
BUS 401A	Quantitative Analysis for Business
BUS 363A	Introduction to Corporate Finance
BUS 364A	Corporate Finance (pre-requisite: BUS-363A)
BUS 370A	Decision Modeling (pre-requisites: BUS-223A and BUS-401A)
HUM 310A	Ethics, Faith, Living & Learning
BUS 445A	Global Business
SE 364A	Entrepreneurial Finance
BUS 371A	Investments (pre-requisites: BUS-312A and BUS-364A)
BUS 372A	Financial Analysis and Valuation (pre-requisites: BUS-312A and BUS-364A)
BUS 483A	Commercial Banking (pre-requisites: BUS-364A and BUS-370A)
BUS 465A	International Finance (pre-requisites: BUS-364A and BUS-370A)
REL 320A	Spirituality, Character & Service
BUS 450A	Business Policies

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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.

BACHELOR OF ARTS IN HEALTH CARE ADMINISTRATION

The Health Care Administration program integrates the theoretical foundation of health care administration with practical application. The curriculum is designed to promote the development of high moral character in students as they prepare to utilize ethical decision-making practices in positions of leadership and management in health care organizations.

Cohort Study Curriculum

17 COURSES/ 51 SEMESTER CREDITS

Degree Residency: 39 semester credits

Requirements for the major: 42 credits: 32 credits in residence, 39 credits upper division

All courses are three credits and five weeks.

Prerequisites: Business Mathematics Proficiency (BUS 107A or equivalent)
Microsoft Office Proficiency (BUS 223A or equivalent)

HCA 300A	Health Care Leadership
HCA 272A	Cultural Competency in Health Care Organizations
ILR 300A	Advanced Information Literacy & Research
BUS 303A	Business and Employment Law
HCA 306A	The Economics of Healthcare and Policy
HCA 310A	Health Care Organizational Behavior and Design
REL 320A	Spirituality, Character and Service
HCA 302A	Principles of Patient Care
HCA 303A	The Future of Health Care: Alternative Methods and Public Policy
HCA 320A	Strategic Human Resources and Health Care
HUM 310A	Ethics, Faith, Living and Learning
HCA 401A	Decision Making and Information Systems in Health Care
HCA 402A	Finance in Health Care Organizations
HCA 410A	Quality Management in Health Care Organizations
HCA 411A	Managing the Dynamics of Health Care Organizations
HCA 412A	Health Care and Ethics
HCA 450A	Critical Issues in Health Care

Upon successful completion of the major in Health Care Administration, graduates will demonstrate:

1. Mastery of the basic concepts, theories, models and vocabulary associated with transformation: achievement orientation, analytical thinking, community orientation, financial skills, information seeking, innovative thinking, and strategic orientation.
2. Mastery of the basic concepts, theories, models and vocabulary associated with execution: accountability, change leadership, collaboration, communication skills, impact and influence, initiative, information technology management, organizational awareness, performance measurement, process management and organizational design, and project management.
3. Mastery of the basic concepts, theories, models and vocabulary associated with people: human resource management, interpersonal understanding, professionalism, relationship building, self-confidence, self-development, talent development, and team leadership.

BACHELOR OF ARTS IN HUMAN RESOURCE MANAGEMENT

Students will be prepared for a variety of rewarding careers including: Human Resource specialist, Human Resource management, administrative services manager, labor relations specialist, compensation and benefits manager, and training and development manager, among others. Emphasis will also be placed on understanding multicultural perspectives and ethics in a worldview context. As a part of this degree, students will prepare for one of the applicable HR certifications as part of their final capstone.

Cohort Study Curriculum

18 COURSES / 54 SEMESTER CREDITS

Degree Residency: 41 semester credits

All courses are three credits and five weeks

BUS 223A	Intro to MS Office/Excel
ILR 300A	Advanced Information Literacy & Research
BUS 301A	Management & Leadership: From Theory to Practice
BUS 303A	Business & Employment Law
HUM 310A	Ethics, Faith, Living and Learning
BUS 318A	Performance Management, Strategy & Change
BUS 319A	Intro to Human Resource Management
REL 320A	Spirituality, Character & Service
BUS 321A	Organizational Behavior & Design
BUS 327A	Employee Training & Development
BUS 329A	Cross-Cultural Communication, Staffing & Recruitment
BUS 330A	Components of Workplace Compensation
BUS 340A	Marketing for Managers
BUS 375A	Human Resource Information & Technology
BUS 378A	HR Analytics
BUS 460A	Fundamentals of Employee Benefits
BUS 462A	HR Finance & Budgeting
BUS 497A	HR Capstone

Program Outcomes:

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

1. 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.
2. 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.
3. 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.

4. 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.
5. 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.

Student outcomes are also measured in light of the university's core themes.

BACHELOR OF ARTS IN MINISTRY AND COMMUNITY ENGAGEMENT

The Ministry and Community Engagement major trains students to connect their own story, stories from their ministry context, and the biblical-historical Christian story, and to communicate these in written, verbal, and visual formats. Students utilize a Wesleyan-informed theo-ethical approach to construct and evaluate their own theological values and sources and to determine the concrete implications of those in the world. Students are prepared for a variety of vocational opportunities in church ministry and community engagement.

Cohort Study Curriculum

23 COURSES / 57 SEMESTER CREDITS

Degree Residency: 43 semester credits

Requirements for the major: 48 credits: 27 credits in residence, 42 credits upper division

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

BI 310A	Studying the Old Testament	
CM 140A	Ministry Practice: Exploring Vocation/Calling	
BI 315A	Teaching the Old Testament	
CM 260A	Ministry Field Ed.: Ministry of Care	
BI 321A	Studying the New Testament I	4 weeks / 1 credit
REL 312A	Religions of the World I	4 weeks / 1 credit
BI 322A	Studying the New Testament II (pre-requisite: BI 321A)	3 weeks / 2 credits
REL 313A	Religions of the World II (pre-requisite: REL 312A)	3 weeks / 2 credits
BI 325A	Teaching the New Testament	
TH 310A	Christian Ethics	
EN 200A	Advanced Composition: Argument	5 weeks
HUM 310A	Ethics, Faith, Living, and Learning	
REL 330A	Church History I: Early & Medieval Persecution, Power and Peoples	
CM 311A	Ministry Field Ed.: Community Development & Organizing	
REL 370A	Church History II: Holiness, Denominationalism & Theological Movements	
CM 312A	Ministry Field Ed.: Design Thinking & Entrepreneurship for Ministry	
TH 403A	Constructive Theology 1A	4 weeks / 1 credit
CM 346A	Methods and Practice of Public Communication for Ministry I	4 weeks / 1 credit
TH 404A	Constructive Theology 1B (pre-requisite: TH 403A)	3 weeks / 2 credits
CM 347A	Methods and Practice of Public Communication for Ministry II (pre-requisite: CM 346A)	3 weeks / 2 credits
TH 406A	Constructive Theology II	
CM 400A	Ministry Integrative Capstone (pre-requisite: CM 140A)	
REL 320A	Spirituality, Character, and Service	5 weeks

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

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

BACHELOR OF SCIENCE IN CRIMINAL JUSTICE AND CRIMINOLOGY

Students completing this major are prepared for a variety of vocations: lawyers (pre-law); police officers, correctional officers, paralegals, probation officers, public administrators, human service professionals, and government officials. Students will achieve an understanding of themselves and the people they serve in these professions. Graduates are also well prepared to pursue an advanced degree in the areas of criminology, public administration, sociology, law, and social science.

Cohort Study Curriculum

15 COURSES / 46 SEMESTER CREDITS

Degree Residency: 35 semester credits

Requirements for the major: 37 credits: 31 credits in residence, 34 credits upper division

All courses are three credits and five weeks unless otherwise noted

SOC/SS 250A	Criminology	
PS 300A	The American Legal System	
ILR 300A	Advanced Information Literacy & Research	
SOC 340A	Race and Ethnic Relations	
SS 380A	Conflict Resolution	
PSY/SOC 350A	Social Psychology	
SS/SW 420A	Addictions, Mental Health, and Trauma	
HUM 310A	Ethics, Faith, Living and Learning	
SOC/PS 345A	Social Problems and Public Policy	
SS 395A	Data Analysis for Criminal Justice and Criminology	
PS/SS 402A	Criminal Justice Administration	
REL 320A	Spirituality, Character and Service	
PSY 441A	Stress, Crisis, Trauma and Self-Care	
SS 390A	Practicum: Exploring aspects of Criminal Justice and Legal Professions	
SS 455A	Restorative Justice	4 credits

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

1. Exhibit knowledge of the historical, philosophical, and theoretical underpinnings of Criminal Justice systems.
2. Integrate understandings and practices of spirituality within the discipline of Criminal Justice.
3. Describe the interaction of human systems: individual, interpersonal, group, family, organizational, community, and societal in reference to Criminal Justice.
4. Explain methods, statistics, research, and the application of technology in the field of Criminal Justice.
5. Discuss Criminal Justice theories and practice principles as they relate to a restorative justice approach.
6. Utilize effective oral and written communication.
7. Explain how mental health, addictions, and trauma contribute to criminal activity.

8. 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.
9. Engage in policy practice to advance social and economic well-being.
10. Assess the challenges in the Criminal Justice system in light of an urban context.

Student outcomes are also measured in light of the university's core themes.

BACHELOR OF SCIENCE IN EARLY CHILDHOOD/ELEMENTARY EDUCATION

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.

A Bachelor of Science in Early Childhood/Elementary Education prepares candidates to obtain an Oregon Preliminary Teaching License in Elementary – Multiple Subjects, which is issued by the Oregon Teacher Standards and Practices Commission (TSPC) upon successful completion of all program requirements.

Cohort Study Curriculum

23 COURSES / 72 SEMESTER CREDITS

Degree Residency: 54 semester credits

ED 250A	Introduction to Education
ED 260A	Human Development & Learning Theory Implications
ED 281A	Curriculum Planning and the Role of the Teacher
ED 334A	Teacher as Manager
ED 240A	Integrating Educational Technology in the Classroom
ED 370A	Art and Music Methods in the Classroom
ED 376A	ESOL Methods in the Classroom
ED 371A	Physical Education Methods in the Classroom
ED 373A	Math Methods in the Classroom
ED 374A	Science Methods in the Classroom
ED 375A	Social Studies Methods in the Classroom
ED 372A	Literacy Methods in the Classroom (50 hr practicum)
ED/EN 341A	Literature for Children
EDPSY 360A	Exceptional Learners
EDPSY 395A	Observation, Assessment, and Evaluation
ED/SS 353A	Cultural Diversity
MA 211A	Fundamentals of Elementary Math 1
MA 212A	Fundamentals of Elementary Math 2
ED 491A	Student Teaching (100-hour experience)
HUM 310A	Faith, Living and Learning
REL 320A	Spirituality, Character & Service
ED 481A	Professional Development Seminar
ED 495A	Student Teaching II (15-week experience)

To graduate with this degree, students must successfully complete a minimum of 15 weeks of student teaching and submit an edTPA to Pearson for evaluation.

Upon successful completion of the major in Early Childhood/Elementary Education, graduates 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.

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 myWPclasses.

Students are responsible for all 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>.

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.

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

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.

BACHELOR OF SCIENCE IN NURSING (RN-TO-BSN)

The RN-to-BSN program provides upper division coursework leading to the Bachelor of Science in Nursing degree to students who already hold RN licensure and an Associate degree from an accredited institution. The program will prepare nurses for positions of leadership, and will provide education and training in person-centered care beyond a patient's immediate physical needs. Care management, transitions of care, organizational leadership and communication, culturally competent care, and nursing at the levels of family, community and population are considered through a lens of Christ-centered social justice.

Courses linked together (didactic and clinical) are taught over a ten week period. Didactic and Clinical pairings are taken concurrently. Stand-alone courses are taught within a five week period.

Cohort Study Curriculum

14 COURSES / 43 SEMESTER CREDITS

Degree Residency: 33 semester credits

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

NURS 310A	RN to BSN Transition (Didactic) (pre-requisite: Admission to RN-to-BSN program)	3 credits
NURS 311A	RN to BSN Transition (Clinical) (pre-requisite: Admission to RN-to-BSN program)	3 credits
NURS 320A	Role of the Nurse as a Manager of Care (pre-requisites: NURS 310A/311A)	3 credits
HUM 310A	Ethics, Faith, Living and Learning	3 credits
NURS 330A	Health Promotion & Assessment of the RN (Didactic) (pre-requisite: NURS 320A)	3 credits
NURS 331A	Health Promotions & Assessment for the RN (Clinical) (pre-requisite: NURS 320A)	3 credits
NURS 350A	Diversity, Equity, and Advocacy (pre-requisite: NURS 330A)	3 credits
REL 310A	World Religions	3 credits
NURS 370A	Nursing Research, Statistics and Evidence-Based Practice (pre-requisite: NURS 350A)	3 credits
REL 320A	Spirituality, Character and Service	3 credits
NURS 410A	Family Care and Community Health (Didactic) (pre-requisite: NURS 370A)	3 credits
NURS 411A	Family Care and Community Health (Clinical) (pre-requisite: NURS 370A)	3 credits
NURS 420A	Epidemiology and Population Health (pre-requisite: NURS 410A)	3 credits
NURS 450A	Leadership/Management & Professional Role (Capstone) (pre-requisite: NURS 420A)	4 credits

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

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 multi-task.
4. Communicate effectively with diverse patients, families, healthcare providers and community members.
5. Work both independently and collaboratively in interdisciplinary teams to provide effective person-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 and communities.
8. Participate in planning, implementation and evaluation of 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 impacting 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 and communities across the lifespan, including compassionate end of life care.

Student outcomes are also measured in light of the university's core themes.

BACHELOR OF SCIENCE IN PSYCHOLOGY AND HUMAN DEVELOPMENT

Students in this major have the opportunity to study the development of the individual and their mental processes, emotions, and cognitions across their lifespan. Psychological development is studied within the context of the individual's social systems (family, neighborhood/community, and larger cultural influences) and the impact of these systems on the individual's personality and identity.

Cohort Study Curriculum

14 COURSES / 43 SEMESTER CREDITS

Degree Residency: 33 semester credits

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

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

SS 300A	Leadership & Diversity	
SOC 340A	Race and Ethnic Relations	
ILR 300A	Advanced Information Literacy & Research	
SS 380A	Conflict Resolution	
PSY/HD 300A	Foundations of Psychology & Human Development	
SS 391A	Research Design and Applied Statistics	
HD 330A	Lifespan Human Development	
PSY 314A	Abnormal Psychology	
PSY 441A	Stress, Crisis, Trauma and Self-Care	
HUM 310A	Ethics, Faith, Living and Learning	
HD 320A	Human Sexualities	
REL 320A	Spirituality, Character and Service	
EDPSY 420A	Learning Theory	
PSY 430A	Counseling Theory	4 credits

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

1. Articulate the major concepts, theoretical perspectives, research findings and trends in psychology and human development.
2. Apply basic social science research methods.
3. Discuss and analyze the complex influences of national origin, ethnicity, gender, sexual orientation, disabilities, culture, etc. on the psychological and social development of individuals.
4. Communicate effectively in writing and orally through group discussion, debate, and presentations.
5. Locate and use relevant databases, research, and theory to plan, conduct, and interpret results of research studies to inform their own work and to influence others.
6. Integrate their faith and values into their study and understanding of issues of psychological and social development that honor and respect differences.

Student outcomes are also measured in light of the university's core themes.

Minors

Current Warner Pacific students may choose to declare a minor as part of their degree programs. All requirements for the minor must be completed in residence. Students are not required to choose a minor for graduation.

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 with sophomore standing or above may take minor courses. A grade of "C-" or higher must be achieved in all courses required for the minor.

ACCOUNTING

7 COURSES / 21 SEMESTER CREDITS

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

BUS 210A	Accounting Fundamentals	
BUS 211A	Financial Accounting (pre-requisite: BUS 210A)	
BUS 212A	Managerial Accounting (pre-requisite: BUS 211A)	
BUS 311A	Intermediate Accounting I (pre-requisite: BUS 212A)	
BUS 312A	Intermediate Accounting II (pre-requisite: BUS 311A)	
BUS 314A	Cost Accounting (pre-requisite: BUS 312A)	
BUS 412A	Individual Taxation (pre-requisite: BUS 312A)	

BIBLICAL AND THEOLOGICAL STUDIES

10 COURSES/ 24 SEMESTER CREDITS/ 30 WEEKS

Courses are three credits and seven weeks in length unless otherwise noted

BI 310A	Studying the Old Testament	
BI 315A	Teaching the Old Testament	
BI 321A	Studying the New Testament I	4 weeks / 1 credit
BI 322A	Studying the new Testament II (pre-requisite: BI 321A)	3 weeks / 2 credits
BI 325A	Teaching the New Testament (pre-requisite: BI 151A or instructor consent)	
REL 330A	Church History I: Early & Medieval Persecution, Power and Peoples (pre-requisite: Sophomore standing)	
REL 370A	Church History II: Holiness, Denominationalism & Theological Movements (pre-requisite: Sophomore standing)	
TH 403A	Constructive Theology 1A	4 weeks / 1 credit
TH 404A	Constructive Theology 1 B (pre-requisite: TH 403A)	3 weeks / 2 credits
TH 406A	Constructive Theology II	

BUSINESS ADMINISTRATION

6 COURSES / 18 SEMESTER CREDITS

Courses are three credits and five weeks in length.

Available to BSCJC, BSED, and BSPHDV majors only

BUS 301A	Management and Leadership: From Theory to Practice
BUS 306A	Economics for Managers
BUS 461A	Finance for Business
BUS 313A	Accounting for Managers
BUS 340A	Marketing for Managers
BUS 303A	Business and Employment Law

CRIMINAL JUSTICE AND CRIMINOLOGY

6 COURSES / 18 SEMESTER CREDITS

Courses are three credits and five weeks in length.

SOC/SS 250A	Criminology
PS 300A	The American Legal System
SOC 340A	Race and Ethnic Relations
PSY/SOC 350A	Social Psychology
SS/SW 420A	Addictions, Mental Health, and Trauma
SOC/PS 345A	Social Problems and Public Policy

HUMAN RESOURCE MANAGEMENT

6 COURSES/ 18 SEMESTER CREDITS/ 30 WEEKS

Courses are three credits and five weeks in length.

BUS 318A	Performance Management, Strategy & Change
BUS 319A	Introduction to Human Resource Management
BUS 329A	Cross-Cultural Communication, Staffing & Recruitment
BUS 330A	Components of Workplace Compensation
BUS 378A	HR Analytics
BUS 460A	Fundamentals of Employee Benefits

SALES AND MARKETING

6 COURSES/ 18 SEMESTER CREDITS/ 30 WEEKS

Courses are three credits and five weeks in length.

BUS 308A	Business Ethics
BUS 244A	Fundamentals of Selling
BUS 245A	Managing Sales Relationships
BUS 345A	Psychology of Sales
BUS 246A	Negotiating Skills in Business
BUS 346A	Sales Management

MASTER OF ARTS IN HUMAN SERVICES

The Master of Arts in Human Services program develops persons to become knowledgeable, competent, self-reflective, skillful practitioners in the delivery of services. With high ethical standards and cultural sensitivity, graduates will become agents for positive change in people's lives, relationships, and communities. At the core of the curriculum is an emphasis on experiential learning and field experience.

Cohort Study Curriculum

13 COURSES/ 39 SEMESTER CREDITS

Degree Residency: 30 credits

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

Human Services Core Courses:

HS 501A	Persons in Context: Systems Thinking Across Society
HS 502A	Spirituality and the Practice of Human Services: An Integrative View
HS 503A	Human Services: Research and Practice
HS 504A	Case Management: Knowledge & Skills for Human Service Professionals
HS 505A	Stewardship and Resource Management for Families & Organizations
HS 506A	Professional Ethics: Character, Quality & Social Justice
HS 507A	Education and Prevention Strategies: Planning, Creating & Implementing
HS 508A	Public Policy & Advocacy: Legal Issues, Policies, Laws & Well-Being
HS 509A	Lifespan Human Development: All Persons, including Vulnerable & At Risk Populations
HS 601A	Human Services Administration: Fiscal Management, Fundraising & Grant Seeking
HS 603A	Sexuality for Human Services Professionals: Value-Respectful Understanding of Self and Others
HS 604A	Parent Education & Guidance: Models, Principles, Strategies

Choose one of the following courses:

HS 605A	Field Practicum (18 weeks)
HS 606A	Integrative Seminar (18 weeks)

A student seeking to earn the Master of Arts in Human Services must complete the required cohort study as prescribed in the program. In cases where identical courses were completed in the past five years, the substitution of up to two courses may be requested. The request to substitute/transfer coursework must be made in writing prior to beginning the program. The individual student's schedule and financial aid packaging must be factored into the approval process for substituted coursework. Students must complete the capstone course (either HS 605A and HS 606A) in residence at Warner Pacific.

Extension Process for Master Thesis and/or Practicum

Students who need more time to complete their final project (HS 606A) or their practicum (HS 605A) may request one additional eight week extension from the appropriate instructor. The extension request must be approved before the course ends. Appropriate fees apply.

Advanced Placement

Students who earn a BS in Human Development degree at the undergraduate level at Warner Pacific University are eligible for Advanced Placement. Students must apply and be accepted into the MAHS program within 1 year of graduating. 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 the two core areas eligible for advanced placement: Lifespan Human Development (HS 509A) and Sexuality for Human Services (HS 603A). Up to 6 credits of advanced placement can be earned based on the proficiency essay assessment.

Statute of Limitation for Degree Completion

All academic work for the Master of Arts degree must be completed within five years from the student's program start date. If the student is unable to finish the degree program in the time allotted, the student must reapply for admission, at which time all previously earned credits will be re-evaluated for current relevance. The student will also be subject to any degree requirement changes that apply to the Bulletin in effect at the time of re-admittance.

Upon successful completion of the Master of Arts in Human Services graduates will be able to:

1. Exhibit knowledge of the historical, philosophical, and theoretical underpinnings of the human services professions.
2. Discuss human services theory and practice principles as they relate to advocacy and social change.
3. Describe the interaction of human systems: individual, interpersonal, group, family, organizational, community, and societal.
4. Integrate understandings and practices of spirituality within the discipline of human services.
5. Explain methods, statistics, and research in the field of human services.
6. Use skills of speaking, listening, and motivating as human service professionals.
7. Apply concepts of resource management to various levels of society.
8. Relate ethical standards of the human services profession to service delivery.
9. Utilize sound educational theory to prepare and implement educational and prevention programs.
10. Evaluate public policies as they pertain to the delivery of human services in many arenas of human life.
11. Summarize the human developmental life cycle for vulnerable, at-risk, and typical populations.
12. Recognize best practices in human services administration.
13. Implement sound theories in fund raising and grant seeking.
14. Address human sexuality from a value-respectful position.
15. Evaluate the effectiveness and appropriateness of various parenting strategies.

MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP

The Master of Arts in Organizational Leadership degree program focuses on the theories, models, research findings, and best practices found in the interdisciplinary, organizational leadership studies field, applicable to businesses and not-for-profit organizations. Although classical leadership theories, models, and case studies are examined, the emphasis of the degree is practical and applied in nature, building cognitive, behavioral, spiritual, interpersonal, and strategic leadership skills that are applicable to the real-world, issues-based experiences of those working adults enrolled in the program.

Cohort Study Curriculum

12 COURSES/ 36 SEMESTER CREDITS

Courses are 3 credits and 6 weeks in length

BUS 500A	Foundations for Successful Graduate Studies
BUS 501A	Leading Diverse, High Performance Teams
BUS 502A	Technology Trends in Business Culture
MOL 503A	Financial Environments of Organizations
BUS 505A	Managing Change
MOL 508A	Project Management
MOL 509A	Social Entrepreneurship and Sustainable Business
BUS 600A	Business Ethics
MOL 604A	Legal and Regulatory Environment of Business
MOL 610A	Coaching, Mentoring, and Conflict Resolution
MOL 611A	Problem Solving and Decision Making
MOL 612A	Integrated Organizational Leadership Project

A student seeking to earn the Master of Arts in Organizational Leadership must complete the required cohort study as prescribed in the program. In cases where identical courses were completed in the past five years, a substitution of up to two courses may be requested. The request to substitute/transfer coursework must be made in writing prior to beginning the program. The individual student's schedule and financial aid packaging must be factored into the approval process for substituted coursework. Students must complete MOL 500A and MOL 612A in residence at Warner Pacific.

Extension Process for Master Thesis

Students who need more time to complete their final project may request one additional six-week extension from their MOL 612A instructor. The extension request must be approved before MOL 612A ends. Appropriate fees apply.

Statute of Limitation for Degree Completion

All academic work for the Master of Arts degree must be completed within six years from the student's program start date. If the student is unable to finish the degree program in the time allotted, the student must reapply for admission, at which time all previously earned credits will be re-evaluated for current relevance. The student will also be subject to any degree requirement changes that apply to the Bulletin in effect at the time of re-admittance.

Upon successful completion of the Master of Arts in Organizational Leadership, graduates will demonstrate:

1. The ability to articulate the principles of organizational dynamics relating to systems, culture, and environment.
2. Effective communication skills and an understanding of organizational communication processes.
3. The ability to compare and contrast leadership theories, models, and styles.
4. Insight into personal leadership style.
5. The ability to identify the dynamics of globalization and the implication for organizational strategy and operations.
6. A working knowledge of decision-making, finance, and interpersonal and group dynamics.
7. The analytical and research skills necessary to identify organizational problems and to formulate solutions for those problems.
8. An understanding of ethics and Christian values and their applications for organizations.

Student outcomes are also measured in light of the university's core themes.

MASTER OF ARTS IN TEACHING

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

MAT students must have successfully completed pre-requisite courses in human development and learning theory prior to beginning the methods (ED 571A-ED 577A) and student teaching (ED 690A-ED-692A) courses.

Cohort Study Curriculum

13 COURSES/ 35 SEMESTER CREDITS

Degree Residency: 27 credits

(Students take seven core courses and then split into one of two tracks: Early Childhood/Elementary or Middle Level/High School, in order to assist them in focusing on their intended level of teaching).

Education Core Courses:

ED 551A	Foundations of Education	1 credit / 2 weeks
ED 535A	Curriculum Planning and Instruction	3 credits / 7 weeks
ED 596A	Assessment and Evaluation	3 credits / 7 weeks
ED 573A	ESOL Instruction for Classroom Teachers	2 credits / 5 weeks
ED 661A	Educational Research	3 credits / 7 weeks
ED 555A	Urban Education and Diverse/Exceptional Learners	3 credits / 7 weeks
ED 515A	Classroom Management	2 credits / 5 weeks
ED 690A	Student Teaching I with Seminar	3 credits / 5 weeks
ED 691A	Student Teaching IIa with Seminar	3 credits / 5 weeks
ED 692A	Student Teaching IIb with Seminar	4 credits / 5 weeks

ECE/Elementary Courses

ED 571A	Art/Physical Education/ Music in PK-8 Classroom	2 credits / 5 weeks
ED 572A	Teaching Math and Science in the PK-8 Classroom	3 credits / 7 weeks
ED 574A	Teaching Literacy & Social Studies in the PK-8 Clsrm	3 credits / 7 weeks

Middle/High Education Courses

ED 575A	Literacy in the Content Area	3 credits / 7 weeks
ED 576A	Instructional Methods for the Middle and High School	3 credits / 7 weeks
ED 577A	Educational Trends in Middle and High School	2 credits / 5 weeks

A student seeking to earn the Master of Arts in Teaching must complete the required cohort study as prescribed in the program. In cases where identical courses were completed in the past five years, the substitution of up to two courses may be requested. The request to

substitute/transfer coursework must be made in writing prior to beginning the program. The individual student's schedule and financial aid packaging must be factored into the approval process for substituted coursework. Students must complete ED 551A, ED 515A, ED 690A, ED 691A, and ED 692A in residence at Warner Pacific.

Student Teaching

Students must have completed all other MAT coursework with a cumulative GPA of at least 3.0 before student teaching. Assignments and supervision will be coordinated by the Warner Pacific Education Department. The Placement Coordinator will attempt to accommodate student needs and preferences, but the availability of placements in any given school or semester cannot be guaranteed.

Teacher Licensure

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

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>.

Statute of Limitation for Degree Completion

All academic work for the MAT degree must be completed within 30 months from the student's program start date. If the student is unable to finish the degree program in the time allotted, the student must reapply for admission, at which time all previously earned credits will be re-evaluated for current relevance. The student will also be subject to any degree requirement changes that apply to the Bulletin in effect at the time of re-admittance. Additional coursework may be required when the student is re-admitted to assure that the student's program meets current TSPC requirements.

Upon successful completion of the Master of Arts in Teaching, graduates will demonstrate:

1. Candidates are effective practitioners, exhibiting the knowledge, skills, ability, and professional dispositions required for the Oregon Preliminary Teaching License, as provided in Oregon Administrative Rule 584-200-0005, and the Interstate Teacher Assessment and Support Consortium (InTASC) standards.
2. Candidates model the values, ethics and character of a Christian educator in a diverse and changing world.
3. Candidates meet the high standards of the Warner Pacific University teacher preparation program in coursework, clinical experiences, and work products, leading to the cognitive, linguistic, social, emotional, and physical achievement of the students they will teach.

MASTER OF BUSINESS ADMINISTRATION

The Master of Business Administration (MBA) will prepare organizational leaders from diverse backgrounds by developing their business skills so that they may help their organizations effectively and efficiently operate, in their associated disciplines.

Cohort Study Curriculum

14 COURSES / 42 SEMESTER CREDITS

Degree Residency: 32 credits

Courses are 3 credits each and 6 weeks in length

Business Administrative Core Courses:

BUS 500A	Foundations for Successful Graduate Studies	
BUS 501A	Leading Diverse, High Performance Teams	
BUS 502A	Technology Trends in Business Culture	
BUS 503A	Corporate Finance	*Prerequisites
BUS 505A	Managing Change	
BUS 600A	Business Ethics	
BUS 603A	Behavioral Economics and Strategy	
BUS 604A	Business Innovation	
BUS 606A	Managerial Accounting and Financial Strategies	*Prerequisites
BUS 607A	Strategic Marketing	
BUS 608A	Project and Operations Management	*Prerequisites
BUS 609A	Business Analytics	*Prerequisites
BUS 610A	Leading in a Global Environment	
BUS 614A	Strategy/Capstone	

**Note: BUS 503A, BUS 606A, BUS 608A, and BUS 609A have the following prerequisites: Excel course (or its equivalent) within the past five years; Business Math or College Algebra course (or its equivalent) within the past five years.*

A student seeking to earn the Master of Business Administration must complete the required cohort study as prescribed in the program. In cases where identical courses were completed in the past five years, a substitution of up to two courses may be requested. The request to substitute/transfer coursework must be made in writing prior to beginning the program. The individual student's schedule and financial aid packaging must be factored into the approval process for substituted coursework. Students must complete BUS 500A and BUS 614A in residence at Warner Pacific.

Health Care Administration Emphasis

A student seeking to earn the Master of Business Administration may earn an emphasis in Health Care Administration by removing BUS 502A, BUS 503A, BUS 600A, and BUS 608A from the cohort of study and replacing them with the following courses:

HCA 502A	Information Systems in Health Care
HCA 503A	Strategic Finance in Health Care Organizations
HCA 600A	Health Care and Ethics
HCA 608A	Strategic Quality Management in Health Care

These emphasis courses are only offered when there is sufficient student interest to populate course sections.

Human Services Emphasis Courses

A student seeking to earn the Master of Business Administration may earn an emphasis in Human Services by removing BUS 502A, BUS 503A, and BUS 600A from the cohort of study and replace them with the following courses:

HS 501A Persons in Context: Systems Thinking Across Society

HS 505A Stewardship and Resource Management

HS 506A Professional Ethics: Character, Quality & Social Justice

These emphasis courses are only offered when there is sufficient student interest to populate course sections.

4+1 Master of Business Administration (Advanced Placement)

Students who earn a Bachelors in Business Administration degree at the undergraduate level at Warner Pacific University PGS are eligible for Advanced Placement. Students must apply and be accepted into the MBA program within 1 year of graduating to 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 the five core areas eligible for advanced placement: Leadership/Diversity; Economics; Managerial Accounting; Marketing; and Global Leadership. If the student passes the proficiency essay assessment, advanced placement can be earned for BUS 501A, BUS 603A, BUS 606A, BUS 607A and BUS 610A. No partial proficiency credit is available.

Extension Process for Master Thesis

Students who need more time to complete their final project may request one additional six week extension from their BUS 614A instructor. The extension request must be approved before BUS 614A ends. Appropriate fees apply.

Statute of Limitation for Degree Completion

All academic work for the Master of Business Administration degree must be completed within six years from the student's program start date. If the student is unable to finish the degree program in the time allotted, the student must reapply for admission, at which time all previously earned credits will be re-evaluated for current relevance. The student will also be subject to any degree requirement changes that apply to the Bulletin in effect at the time of re-admittance.

Upon successful completion of the Master of Business Administration, graduates will demonstrate:

1. Demonstrate the ability to gather, analyze, synthesize, and evaluate relevant data to solve business problems
2. Create effective business documents and presentations
3. Demonstrate effective team working skills
4. Demonstrate effective communication skills
5. Evaluate how leadership traits and behaviors affect key stakeholders
6. Create business strategies that empower others to achieve positive social change

7. Analyze the role of diversity in creating strong organizational culture
8. Analyze the local and global impact of organizational decisions

Student outcomes are also measured in light of the university's core themes.

MASTER OF EDUCATION

The Master of Education (MED) is designed for licensed teachers who are seeking training for professional growth and/or credits for continued renewal of their licenses. Program topics and activities are planned to guide students from where they are currently toward where they want to be professionally. The coursework is a mixture of teaching pedagogy, research, reflection about classroom practice, and current topics in education.

Cohort Study Curriculum

Students complete a 15-credit core of coursework that addresses current issues in the P-12 classroom, and then elects one of three emphases that result in a new endorsement to complement their current license:

- M.Ed. with ESOL Endorsement Emphasis: 13 courses / 30 semester credits
 - Degree Residency: 23 credits
- M.Ed. with Reading Interventionist Endorsement Emphasis: 13 courses / 31 semester credits
 - Degree Residency: 24 credits
- M.Ed. with SPED Endorsement Emphasis: 14 courses / 37 semester credits
 - Degree Residency: 28 credits

ESOL Endorsement Emphasis

Candidates become proficient at developing research-based strategies for teaching students who are learning English as an additional language by collaborating with general education teachers on assessments and planning interventions to increase literacy and language development. Candidates become leaders in language acquisition and collaborate with a variety of stakeholders to influence policy that affects classroom practice for English learners. This is intended to increase student access to the entire curriculum and assist students in becoming successful participants in school and society while honoring their rich cultural and linguistic heritage.

Core

Course	Title	Credits	Length
ED 564A	Ethics in Education	2 credits	6 weeks
ED 510A	Teaching to Diversity in Today's Classrooms	3 credits	6 weeks
ED 540A	Utilizing Instructional Media	3 credits	6 weeks
ED 560A	Research for Teachers	2 credits	6 weeks
ED 660A	Research Design	3 credits	6 weeks
ED 595AA	Capstone Experience	1 credit	6 weeks
ED 595BA	Capstone Experience	1 credit	6 weeks

ESOL Endorsement

Course	Title	Credits	Length
ED 672A	Linguistics for ESOL Educators	3 credits	7 weeks
ED 631A	Cross Cultural Foundations	3 credits	7 weeks
ED 652A	Curriculum and Instruction for English Language Learners	3 credits	7 weeks
ED 621A	Assessment Practices for English Language Learners	2 credits	5 weeks
ED 688A	Leadership in ESOL Programs and Models	2 credits	5 weeks
ED 693A	ESOL Practicum	2 credits	5 weeks

Reading Interventionist Endorsement Emphasis

Candidates will gain the knowledge, skills, professional dispositions and cultural competencies necessary to guide students to a successful outcome in a reading intervention learning environment. The teacher develops a base of professional knowledge, expands effective instructional strategies, refines assessment and data interpretation skills and can recognize specific reading challenges and risk factors for students.

Core

Course	Title	Credits	Length
ED 564A	Ethics in Education	2 credits	6 weeks
ED 510A	Teaching to Diversity in Today's Classrooms	3 credits	6 weeks
ED 540A	Utilizing Instructional Media	3 credits	6 weeks
ED 560A	Research for Teachers	2 credits	6 weeks
ED 660A	Research Design	3 credits	6 weeks
ED 595AA	Capstone Experience	1 credit	6 weeks
ED 595BA	Capstone Experience	1 credit	6 weeks

Reading Interventionist Endorsement

Course	Title	Credits	Length
ED 670A	Foundations of Language and Literacy	3 credits	6 weeks
ED 651A	Best Practices in Literacy Instructions & Curriculum	3 credits	6 weeks
ED 676A	Literacy Instruction for ELL Students	2 credits	5 weeks
ED 671A	Literacy Instruction for Special Needs Students	2 credits	5 weeks
ED 620A	Principles of Reading Assessment, Diagnosis & Intervention	2 credits	5 weeks
ED 689A	Leadership in Literacy Programs	2 credits	5 weeks
ED 592A	Reading/Literacy Practicum	2 credits	5 weeks

SPED Endorsement Emphasis

Candidates will develop leadership and collaborative skills necessary to create safe, inclusive and culturally responsive learning environments for exceptional learners. Use a range of assessment tools to evaluate students and develop individualized learning for students with exceptional needs. Candidates will gain skills to engage families, general educators, related service providers, and community agencies in the collaboration of culturally responsive ways to address the needs of exceptional learners.

Core

Course	Title	Credits	Length
ED 564A	Ethics in Education	2 credits	6 weeks
ED 510A	Teaching Diversity in Today's Classrooms	3 credits	6 weeks
ED 540A	Utilizing Instructional Media	3 credits	6 weeks
ED 560A	Research for Teachers	2 credits	6 weeks
ED 660A	Research Design	3 credits	6 weeks

ED 595AA	Capstone Experience	1 credit	6 weeks
ED 595BA	Capstone Experience	1 credit	6 weeks

SPED Endorsement

Course	Title	Credits	Length
SPED 501A	Foundations of Special Education	3 credits	6 weeks
SPED 502A	Human Development and Exceptional Learners	3 credits	6 weeks
SPED 510A	Assessment and Evaluation in SPED	3 credits	6 weeks
SPED 520A	Instructional Best Practices in Special Education	3 credits	6 weeks
SPED 522A	Classroom Management for SPED Educators w/ 30-hour practicum	3 credits	6 weeks
SPED 530A	Case Management and Collaboration	3 credits	6 weeks
SPED 690A	Student Teaching, 80-hour placement	4 credits	6 weeks

A student seeking to earn the Master of Education must complete the required cohort study as prescribed in the program. In cases where identical coursework was completed in the past five years, a substitution of up to two courses may be requested. The request to substitute/transfer coursework must be made in writing prior to beginning the program. The individual student's schedule and financial aid packaging must be factored into the approval process for substituted coursework. Students must complete ED 595A in residence at Warner Pacific.

Extension Process for Master Thesis

Students who need more time to complete their final project may request one additional six-week extension from their ED 595A instructor. The extension request must be approved before ED 595A ends. Appropriate fees apply.

Statute of Limitation for Degree Completion

All academic work for the MED degree must be completed within six years from the student's program start date. If the student is unable to finish the degree program in the time allotted, the student must reapply for admission, at which time all previously earned credits will be re-evaluated for current relevance. The student will also be subject to any degree requirement changes that apply to the Bulletin in effect at the time of re-admittance.

COURSE DESCRIPTIONS

BI 151A

The Bible as Literature

(3 credits)

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

BI 325A

Teaching the New Testament

(3 credits)

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 310A

Studying the Old Testament

(3 credits)

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

BI 315A

Teaching the Old Testament

(3 credits)

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 321A

Studying the New Testament I

(1 credit)

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

BI 322A

Studying the New Testament II

(2 credits)

A continuation of the study of the books of the New Testament with a focus on issues of authorship, cultural background, literary form, and content. Pre-requisite: BUS-321A.

BUS/SOC 100A

Team Dynamics

(3 credits)

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

BUS 107A**Business Mathematics****(3 credits)**

A survey course which introduces the basic mathematical skills needed to understand, analyze, and solve mathematical problems encountered in business and finance, and in investment decision making. There are no prerequisites for this course; however, students are expected to be able to perform the basic arithmetic operations—addition, subtraction, multiplication and division—with ease, and to have some familiarity with fractions, with algebraic operations, and with some basic mathematical principles.

BUS 112A**Principles of Budgeting and Accounting****(3 credits)**

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

BUS 120A**Introduction to Business & Personal Finance****(3 credits)**

A survey course which introduces concepts of productivity, the business cycle, market functioning, and achieving maximum well-being from the marginal social benefits and cost perspectives. An overview of the business world as it permeates all aspects of our lives is part of the course. The Christian perspective and responsibility toward others in the business world is discussed throughout the course.

BUS/PS 150A**Management Fundamentals****(3 credits)**

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

BUS 206A**Accounting Mechanics****(1 credit)**

A review of the basic concepts of beginning accounting principles. It reviews the accounting cycle from analyzing and recording transactions to the preparation of financial statements.

BUS 210A**Accounting Fundamentals****(3 credits)**

This course is an introduction to the basic concepts and standards underlying financial accounting systems. Several important concepts will be studied in detail, including: revenue recognition, inventory, long-lived assets, present value, and long term liabilities. The course emphasizes the construction of the basic financial accounting statements - the income statement, balance sheet, and cash flow statement - as well as their interpretation.

BUS 211A**Financial Accounting****(3 credits)**

This course revisits topics covered in Introductory Financial Accounting (Accounting 210), with a focus on the asset side of the balance sheet: Cash, accounts and notes receivable, inventory, marketable securities, equity investments, PPE, and intangibles. The course also covers revenue and expense recognition issues, and generally accepted accounting principles that affect the format and presentation of the financial statements. Concepts covered also includes liabilities and equities, especially long-term debt, convertible securities, equity issuance, dividends, share repurchases, employee stock options, pensions, leases, deferred tax, and derivative securities. Related topics covered include computation of diluted earnings per share, disclosure issues, earnings management, and basic financial statement analysis of cash flows. Prerequisite: BUS 210A.

BUS 212A**Managerial Accounting****(3 credits)**

The first part of the course presents alternative methods of preparing managerial accounting information, and the remainder of the course examines how these methods are used by companies. Managerial accounting is a company's internal language, and is used for decision-making, production management, product design and pricing and for motivating and evaluating employees. Unless you understand managerial accounting, you cannot have a thorough understanding of a company's internal operations. What you learn in this course will help you understand the operations of your future employer (and enable you to be more successful at your job), and help you understand other companies you encounter in your role as competitor, consultant, or investor. Prerequisite: BUS 211A.

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

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

BUS 223A**Introduction to Microsoft Office****(3 credits)**

This course focuses on Microsoft Office Suite capabilities and concepts. The course will use the version of Office currently most prevalent in business environments 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 224A**Computer Accounting Applications****(3 credits)**

This course introduces processing accounting transactions using Intuit QuickBooks. QuickBooks is one of the most popular accounting packages used today by smaller businesses. Although the focus of this course is learning to apply QuickBooks, students are expected to apply the principles of accounting learned in BUS 210A and BUS 211A. Throughout this course basic accounting terms, concepts, and principles will be reviewed. Prerequisite: BUS 212A.

BUS 225A**Payroll Accounting****(3 credits)**

This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms and journal and general ledger transactions. Emphasis is on computing wages; calculating social security, income, and unemployment taxes; preparing appropriate payroll tax forms; analyzing payroll data, journalizing and posting transactions. Upon completion, students are expected to be able to analyze data, make appropriate computations, complete forms, and prepare accounting entries using appropriate technology. Prerequisites: BUS 212A.

BUS 226A**Federal Taxation Basic Principles****(3 credits)**

This course is a study of federal income tax law practice with primary emphasis on application to individual taxpayers. Familiarization with tax forms and their preparation is emphasized. The course also briefly summarizes of partnership and corporate taxation. Prerequisite: BUS 225A.

BUS 244A**Fundamentals of Selling****(3 credits)**

This course provides a comprehensive approach to the fundamentals of selling, focusing on effective strategies throughout the sales cycle, including: identifying customer needs; developing relationships; product presentations and qualifying sales; and closing and servicing a sale. Students apply these concepts through preparation of sales proposals and presentations that sell.

BUS 245A**Managing Sales Relationships****(3 credits)**

This course is an introduction to the aspects of professional sales relations that affect sales productivity. Participants are introduced to various patterns for analyzing the dynamics of the personal selling process and customer services, which determine the dynamics of sales relationships.

BUS 246A**Negotiating Skills in Business****(3 credits)**

This course focuses on effective negotiations. Although negotiations are a part of everyday life, this course primarily deals with business negotiations, including employee and labor relations, sales, marketing, mergers and acquisitions, and other business topics.

BUS 261A**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 covered include knowing the audience, writing and presenting positive/informative, negative, and persuasive messages, resumes interviews, and preparing/presenting a formal research recommendation report as part of a team.

BUS 301A**Management and Leadership: From Theory to Practice (3 credits)**

This course is designed to empower students to prepare for a leadership and management position by investigating the principles of planning, organizing, leading, and controlling. The student will be able to describe and apply skills required for successful organizational leadership by comprehending and applying theory, research, case studies, class exercises, and practical experience to the workplace. The student will also examine contemporary issues that leader/managers face, such as customer focus, globalism, diversity, ethics, information technology, entrepreneurship, work teams, service economy, and small business management. The goal of this course is to define how leaders, working with people, accomplish goals within an ethical environment.

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

This course is designed to enable learners to prepare for leadership and management positions, in both the private and public sectors, by improving their competencies in the areas of employer and employee legal rights in the workplace. By comprehending and applying basic legal concepts and decisions, case studies, class exercises, and practical experiences to the workplace, learners will be much better able to lead and manage their employees and to function as employees themselves. Students will explore and discuss relevant concepts and practical applications, producing specific learning outcomes. A strong ethics component is integrated into the course as students confront various types of ethical choices and challenges facing today's leaders and managers.

BUS 306A**Economics for Managers (3 credits)**

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

BUS 308A**Business Ethics (3 credits)**

Business Ethics is a course in applied ethics that critically examines the world of business and human values. A brief survey of the foundations of ethics gives way to the study of human conduct in a business context. The course discusses theoretical models, with application to specific cases drawn from the practice of business.

BUS 311A, 312A**Intermediate Accounting I, II****(3, 3 credits)**

Comparative study of generally accepted accounting principles from theoretical foundations to current practices. Prerequisite for BUS 311A: BUS 212A; 311A: 312A.

BUS 313A**Accounting for Managers****(3 credits)**

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

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

Basic principles of cost measurement and reporting for managerial planning, policy, and control. Prerequisite: BUS 312A.

BUS 318A**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 319A**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 321A**Organizational Behavior and Design****(3 credits)**

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

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

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

BUS 327A – 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 329A**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; and equal employment opportunity regulations. This course provides students with an understanding of the importance of diversity within the modern workforce and strategies to manage diversity. Students will explore the multifaceted nature of diversity and the relationships between diversity, Equal Employment Opportunity and affirmative action. Students will be able to understand the mechanics of oppression and power while learning the greater advantages of hedging diversity for higher organizational performance and managing the emerging issues in diversity.

BUS 330A**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 331A**Non-Profit Accounting****(3 credits)**

Study of accounting for governmental bodies and non-profit organizations requiring accounting by "funds". Prerequisite BUS 312A.

BUS 332A**Auditing****(3 credits)**

Covers auditing theory, procedures, controls and tests. Preparation of letters, footnotes, responsibilities to the profession, the government and the organization. Prerequisite BUS 312A.

BUS 336A**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 fundamentals of accounting information systems with learning QuickBooks software. Topics include QuickBooks setup, recording and managing of sales, purchases, and payroll. Additionally, this course explores issues in the management of data and cybersecurity within accounting information systems. 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.

BUS 340A**Marketing for Managers****(3 credits)**

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

BUS 345A**Psychology of Sales****(3 credits)**

This course focuses on the key component of the sales effort—"the close." Emphasis is given to consumer objectives, consumer behavior, demonstration strategies and closing techniques.

BUS 346A**Sales Management****(3 credits)**

This course is designed to prepare prospective sales managers for the challenging roles they will face in a corporate sales setting. It deals with the critical impact management has on the sales of a product or service, as well as the effective team-building strategies and leadership skills needed in these key positions within an organization.

BUS 363A**Introduction to Corporate Finance****(3 credits)**

An introductory course in corporate 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.

BUS 364A**Corporate Finance****(3 credits)**

An advanced course in corporate 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 363A

BUS 370A**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 223A and BUS 401A.

BUS 371A**Investments****(3 credits)**

Investment objectives, modern portfolio theory, valuation, equilibrium, market efficiency and asset classes. Prerequisite: BUS 312A and BUS 364A.

BUS 372A**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. Prerequisite: BUS 312A and BUS 364A.

BUS 375A**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 378A**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 401A**Quantitative Analysis for Business****(3 credits)**

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

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

Accounting for business combinations. An intensive examination of inter-company relationships pertaining to consolidation theory, techniques, and reporting. Prerequisite BUS 312A.

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

A study of Federal tax laws as they relate to individuals. A brief overview of Federal tax laws as they relate to businesses. Prerequisite: BUS 312A.

BUS 413A**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 312A.

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

A study of the strategic perspectives of international business, including coordinating, standardizing and marketing products, identifying national barriers and opportunities, analysis of entry strategy, and analysis of the political environment.

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

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

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

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

BUS 460A**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 461A**Finance for Business****(3 credits)**

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

BUS 462A**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 465A**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 364A and BUS 370A.

BUS 483A**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 364A and BUS 370A.

BUS 497A**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.

BUS 500A**Foundations for Successful Graduate Studies****(3 credits)**

This course will orient students to the expectations of graduate studies. It will review various graduate study practices regarding research practices, graduate level writing, as well as team dynamics that will prepare the student for success in both the MBA and MAOL programs.

BUS 501A**Leading Diverse, High Performing Teams****(3 credits)**

Drawn from behavioral and social sciences, this course examines leadership theories, research, and models. It will also explore new paradigms of leadership that will help teams perform at higher levels through diversity and inclusion, while challenging shortsighted leaders to higher team performance through better communication, exchanges between leaders and followers, training and evaluating leaders in the 21st century.

BUS 502A**Technology Trends in Business Culture****(3 credits)**

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

BUS 503A**Corporate Finance****(3 credits)**

This course focuses on the financial management of both publicly held and private corporations. Students will explore conceptual frameworks associated with corporate decision-making and will apply these concepts to various cases. Topics such as time/value of money, risk and return, capital asset management, and many others will be covered. Prerequisites: BUS 107 or MA 111 or equivalent; BUS 223 or equivalent.

BUS 505A**Managing Change****(3 credits)**

This course examines the relationship of systems thinking and change management. Any type of change event in organizations can be a messy experience. Therefore, understanding how systems thinking and change management correlate will help students experience and lead change events where they work. Through the lens of systems thinking, students will explore major theories, models, and best practices associated with change and learning organizations.

BUS 600A**Business Ethics****(3 credits)**

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

BUS 603A**Behavioral Economics and Strategy****(3 credits)**

This course addresses leadership strategies for doing business in local and emerging Economies. Students will explore developed, emerging, and local economic expression to understand the similarities and differences. Students will develop strategies associated with each expression.

BUS 604A**Business Innovation****(3 credits)**

Creativity and innovation are integral to an organization's ability to survive and thrive in today's competitive marketplace. This course provides students with an understanding of how creativity and innovation can create new opportunities for organizations. Students will also learn the practical applications involved in fostering creativity and innovation in the workplace.

BUS 606A**Managerial Accounting and Financial Strategies****(3 credits)**

This course deals with the concepts of managerial accounting and financial management. This course will focus on the decisions required as a manager to deal with cost and financial strategies associated with running a business. Prerequisites: BUS 107 or MA 111 or equivalent; BUS 223 or equivalent.

BUS 607A**Strategic Marketing****(3 credits)**

This course explores various strategies associated with Marketing. Students will analyze and create strategies for services and products that will simulate a current, dynamic, marketing environment, while developing needed skills for creating successful marketing campaigns.

BUS 608A**Project and Operations Management****(3 credits)**

This course explores leadership and managerial issues occurring in the operation of various industries. Students will become familiar with the problems and issues facing managers, various conceptual models, and analytical techniques that are used for confronting those problems. Students will learn the importance of creative and innovative methods required for dealing with modern operational performance. Prerequisites: BUS 107 or MA 111 or equivalent; BUS 223 or equivalent.

BUS 609A**Business Analytics****(3 credits)**

Using statistical thinking as a foundation, this course will provide students with knowledge, skills, and abilities that will help them understand how data can be used to make good business decisions and improving processes. Students will use statistical concepts and tools to improve a process they are familiar with. Prerequisites: BUS 107 or MA 111 or equivalent; BUS 223 or equivalent.

BUS 610A**Leading in a Global Environment****(3 credits)**

Many of the key opportunities and challenges for multi-national companies focus on people from different cultures working together. This course teaches students how to make strategic use of intercultural strategies to help organizations improve market performance, employee engagement, customer loyalty, while focusing on the triple bottom-line. The course develops students' knowledge of and skills to improve organizational performance through cultural intelligence, human diversity, and leading and managing intercultural organizations.

BUS 614A**Strategy/Capstone****(3 credits)**

The Capstone Experience is the comprehensive application of the MBA curriculum in a strategic context. Students will work with a faculty advisor, to frame and analyze an issue posed by the organization the student works for, or is familiar with, in terms of strategic business perspective.

CLS 200A**Exploring Prior Learning Experience****(1 credit)**

This course presents an overview of alternative credit systems available at Warner Pacific, with emphasis on introducing students to the prior learning experience (PLE) essay, and reviewing other alternative credit systems, including CLEP and DSST tests, WP Proficiency Exams, and agency-sponsored learning. Pre-requisite: college composition and recommendation by academic advisor.

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

This course focuses on using, enhancing, and integrating computer use and information literacy. It also investigates issues surrounding the use of electronic resources and software. The curriculum is designed to encourage growth and learning experiences for students at a variety of entry levels.

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

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

ED 240A**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 250A**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 260A**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 281A**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 334A**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 341A**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. Course will satisfy Core Literature requirements. Prerequisites: EN 111A+112A, Sophomore class standing.

ED/SS 353A**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 370A**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.

ED 371A**Physical Education 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. Prerequisite: EN 111A+112A.

ED 372A**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 ORELLA and any additional licensure assessment fees required by TSPC. Prerequisites: ED 260A, ED 281A, and admission to the Teacher Education program.

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

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

ED 375A**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 260A, ED 281A, and admission to the Teacher Education program.

ED 376A**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 260A, ED 281A, and admission to the Teacher Education program.

ED 481A**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 250A, ED 281A, ED 334A, ED 491A.

ED 491A**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 250A, ED 281A and ED 334A. 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 495A**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 491A and full admission to the Teacher Education Program.

ED 510A**Teaching to Diversity in Today's Classroom****(3 credits)**

This course is designed to teach educators how to promote all learners' intellectual, social, emotional and moral growth within a classroom that respects, appreciates, and celebrates humanity in all of its diversity. Students will learn to select, modify and evaluate curricular materials for individual and groups to include gender, race, class, and at-risk populations. Learning rates and styles will also be addressed.

ED 515A**Classroom Management****(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.

ED 535A**Curriculum Planning and Instruction****(3 credits)**

This course engages students in the design, development and presentation of effective learning experiences in the classroom. Students will learn and practice research-based, differentiated curriculum design, strategies for instruction, and assessment of learning. Attention is given to Oregon standards and curriculum.

ED 540A**Utilizing Instructional Media****(3 credits)**

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

ED 551A**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 555A**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 560A**Research for Teachers****(2 credits)**

Students will complete an action research project with a professional literature review. The course will focus on the foundations of research design, research methods, research questions, hypotheses, and data interpretation. Students will conduct research, collect data, and interpret the data. The action research project will provide an opportunity for students to make decisions and solve problems based on theory and research.

ED 564A**Ethics in Education****(2 credits)**

In 21st century learning, to meet the ever-changing needs of our students, educators require a strong understanding regarding ethics in education. The course is designed to understand the journey of ethics in education, current issues, resolutions, and strategies to ensure improved practice. Students will analyze, collaborate, and discuss cases regarding educational ethical issues educators are facing.

ED 571A**Art/PE/Music Methods in the PK-8 Classroom****(2 credits)**

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

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

This course will investigate the curriculum and instruction of math and science in the PK-8 classroom. Particular emphasis will be given to current literature and research. Topics to be covered include lesson planning, scope and sequence, grade level math and science content, time management, technology, and state/national content standards.

ED 573A**ESOL and Literacy Instruction Methods for Classroom Teachers****(2 credits)**

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

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

This course will investigate the curriculum and instruction of literacy in the PK-8 classroom. Particular emphasis will be given to current literature and research. Topics to be covered include: lesson planning, scope and sequence, grade level literacy content, time management, technology, state and national content standards. The course will also investigate the curriculum and instruction of social studies PK – 8 classrooms.

ED 575A**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 576A**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 577A**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 592A**Reading/Literacy Practicum (2 credits)**

This course provides the opportunity to observe master teachers and practice delivering literacy instruction, administering assessments and interpreting the results, planning interventions and developmentally/proficiency appropriate curriculum and materials, delivering differentiated and engaging instruction, supervising others in reading instructional activities, and evaluating the results of chosen methods and tools.

ED 595A**Capstone Experience (2 credits)**

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

ED 596A**Assessment & 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 620A**Principles of Reading Assessment, Diagnosis, and Intervention (2 credits)**

This course provides practice in using a variety of assessment tools and techniques to collect data to identify student proficiencies and deficiencies in reading and writing and plan effective instruction. Reporting practices and communications will also be examined.

ED 621A**Assessment Practices for English Language Learners (2 credits)**

This course focuses on the legally mandated language proficiency tests and placement procedures for English Language Learners, performance expectations for students at different levels of language proficiency, classroom tools for assessing content knowledge in a student's first language, and strategies for preparing English Language Learners for standardized and criterion-referenced tests.

ED 631A**Cross Cultural Foundations (3 credits)**

This course addresses the legal, ethical, and moral issues related to teaching ELL students, including beliefs and values related to diversity on learning and communication, the development of cross-cultural awareness, strategies for teaching and testing cultural knowledge and skills, and methods and means of involving families and communities with limited English proficiency in the education of their children.

ED 651A**Best Practices in Literacy Instruction and Curriculum (3 credits)**

This course provides opportunities to select, design, and evaluate a variety of research-based instructional practices, methods, and materials to meet identified deficiencies in student literacy. Curriculum units will be developed based on proficiency levels, learning styles, and interests, with sensitivity to cultural and ethnic issues.

ED 652A**Curriculum and Instruction for English Language Learners (3 credits)**

The course will focus on locating, designing, and evaluating age and proficiency appropriate materials, lessons and activities for each of the skill areas of language acquisition, individual and group learning strategies, and standards-based delivery models identified in the literature and best practices.

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

This class will assist students in developing the disposition and ability to engage in teacher research as a way to develop their own practice. It builds upon learning in Research for Teachers such as knowing how to search professional research libraries. Teacher inquiry can help teachers improve instruction and gain insight into their profession and the nature of learning. Data gathering instruments and procedures will be created and piloted. Process for reflecting on research study results, concluding and tying results to existing professional literature will be practiced. The research proposal written in this course is a systematic plan to improve instinctive reflection teachers already engage in as they strive to improve their impact on student learning.

ED 661A**Education Research****(3 credits)**

This course is designed to introduce students to the basic techniques of conducting and analyzing educational research. Emphasis will be given to concepts, procedures, vocabulary of quantitative research and the involvement of the PK-12 learner. Students will develop and plan an action research project.

ED 670A**Foundations of Language and Literacy****(3 credits)**

This course addresses the history, research, and theory related to language development and literacy, including cultural differences, the components of reading, the skills needed for reading readiness, and the sequence of skills toward becoming a proficient reader.

ED 671A**Literacy Instruction for Special Needs Students****(2 credits)**

This course provides an overview of issues, characteristics, and definitions of special needs children. This course examines planning instruction, providing services, developing community relations, and utilizing resources.

ED 672A**Linguistics for ESOL Educators****(3 credits)**

This course focuses on phonetics, phonology, morphology, semantics, syntax, pragmatics, language variation, and language acquisition will be examined as well as stages of the learning process, environmental influences, verbal and nonverbal modes of communication, and the development of other academic skills.

ED 676A**Literacy Instruction for ELL Students****(2 credits)**

This course provides opportunities to use research-based procedures to select, design, and evaluate a variety of instructional materials in all content areas, for students at different reading, writing, and speaking levels and from different cultural and linguistic backgrounds. High interest, high quality literature and other reading selections for students and their teachers will be explored, in order to foster love of reading for education and pleasure.

ED 688A**Leadership in ESOL Programs and Models****(2 credits)**

This course compares various ESOL programs and models, focusing on the foundation of research, the achievement of goals and standards, and the satisfaction of students, educators, and communities. Emerging issues, influences, and reform efforts will be examined, and opportunities for advocacy will be developed.

ED 689A**Leadership in Literacy Programs****(2 credits)**

This course provides opportunities to compare existing reading programs and systems, and then to initiate, implement, and evaluate individually or collaboratively developed programs relevant to the teacher's professional setting and identified student needs. The teacher will establish a philosophy based on research and standards related to the teaching of all components of literacy, and will work with colleagues to improve own and others' practice.

ED 690A**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 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. Students are responsible for fees associated with licensure including edTPA and any additional licensure assessment fees required by TSPC

ED 691A**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 690A.

ED 692A**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 691A.

ED 693A**ESOL Practicum****(2 credits)**

This course provides the opportunity to observe master teachers and practice delivering ESOL instruction, administering assessments and interpreting the results, planning developmentally and proficiency appropriate curriculum and materials, delivering differentiated and engaging instruction, and evaluating the results of chosen methods and tools.

EDPSY 360A**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 281A, 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 420A**Learning Theory****(3 credits)**

Classical and contemporary theories of human learning and instruction applied to a variety of education and social service situations. Attention will be given to cultural and sub-cultural styles and settings. Reflecting on various professional contexts and work environments will parallel the development of theories. Self-concept, cognitive and effective potential, social learning, and learning hierarchies are addressed.

EN 111A**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 112A**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 120A**Introduction to Literature****(3 credits)**

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

EN/ED 341A**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. Course will satisfy Core Literature requirements. Prerequisites: EN 111A+112A, Sophomore class standing.

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

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

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

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

HCA 272A**Cultural Competency in Health Care Organizations****(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 300A**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 302A**Principles of Patient Care****(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 303A**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 306A**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 310A**Healthcare 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 320A**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 401A**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 402A**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 410A**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 411A**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 412A**Health Care and 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 450A**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.

HCA 502A**Information Systems in Health Care****(3 credits)**

A graduate level course dealing with 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 503A**Strategic 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 600A**Public Policy and Ethics in Health Care****(3 credits)**

This course identifies ethical issues in health care. It is designed to encourage the student to clarify their personal ethics 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 worldview as it is applied to leadership situations.

HCA 608A**Strategic Quality Management in Health Care****(3 credits)**

In this course students will analyze the evolution of patient safety, and the related quality and quality measures employed by clinics and hospitals. Elements associated with quality improvement will be discussed and applied to real world events to demonstrate how it can improve organizational effectiveness.

HD/PSY 300A**Foundations of Psychology & Human Development****(3 credits)**

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

HD 320A**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 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.

HD/SW 330A**Lifespan Human Development****(3 credits)**

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.

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

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

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

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

HS 501A/HS 501UA**Persons in Context: Systems Thinking Across Society****(3 credits)**

Students will discuss theories and themes in human services, including the history of the helping relationship, the human services movement, current influences of technology, managed care, and models of service delivery. Systems thinking across society will also be considered in this course. Content examined will be systemic concepts, understood in their history and development; contextual considerations; causality; communication; system stability and change; system structures; and social and cultural narratives.

HS 502A/HS 502UA**Spirituality & the Practice of Human Services: An Integrative View (3 credits)**

This course examines the roles of religion and spirituality in human services. Explored topics are: introduction to spirituality in human service, competencies regarding spirituality and religion, as well as various faith systems, healthy and toxic faith, spiritual development, the value system and attitude of the human service professional, and spiritual/religious assessment. Throughout the course consideration is given to application in a variety of human service settings as well as personal application of the materials to the student.

HS 503A/ HS 503UA**Human Services: Research & Practice (3 credits)**

This course is the precursor to HS 606FA/HA. During the course, there will be an overview of commonly used research methods to prepare students to be critical consumers of scholarly science research. The ways in which social science research can inform daily practice in various social service agencies will be discussed. Students will explore a variety of research traditions and will gather scholarly materials related to human service organizations and the populations frequently served by these systems. At the completion of this course, students will develop a project proposal that integrates research and practice, targeting an issue that can be addressed from an agency setting, preferably one that can be carried out at an internship site.

HS 504A**Case Management: Knowledge & Skills for Human Service Professionals (3 credits)**

This course provides concepts and skills for case management. Students preparing for careers in human services gain foundational knowledge about case management, including ecological sensitivity, cultural competence, interpersonal skills, and the change process. Course learning activities include reading, thinking, and writing; working with cases; and practicing and receiving feedback on their use of the interpersonal skills.

HS 505A**Stewardship and Resource Management for Families & Organizations (3 credits)**

This course familiarizes the student with an understanding of the decisions individuals, families, and organizations make about developing and allocating resources to meet their goals. Topics include: decision-making, valuing, planning, communication, and management skills for resource work. Organizational resource disposition and reporting will also be discussed.

HS 506A**Professional Ethics: Character, Quality & Social Justice (3 credits)**

This course provides an analysis of human services ethics, application of the National Organization of Human Services (NOHS) Code of Ethics, the National Council on Family Relations' ethics for family life educators, and concepts and dilemmas specific to helping relationships. From a foundation in multicultural values, the course investigates the issues of responsible practice through critical analysis and discussion. Students will make application of knowledge gained to their personal and professional lives. Codes of conduct in relationships with potential clients, customers, students, subordinates, co-workers, and supervisors will be examined.

HS 507A

Education and Prevention Strategies: Planning, Creating & Implementing (3 credits)

Developing the knowledge and skills required to identify the needs of diverse client populations, designing targeted programs for varied environments, teaching content with an understanding of the learning process, effectively facilitating groups, and evaluating participants and programs in a positive, constructive, professional manner that promotes growth and development form the basis of this course. Since reflective practice is an essential skill for any educator, this course provides students with the opportunity to reflect on and discuss their own experiences as learners and articulate their beliefs about people and how they learn and change. This course will be another step in preparing students to create human service or family life education projects.

HS 508A

Public Policy & Advocacy: Legal Issues, Policies, Laws, & Well-Being (3 credits)

This course integrates the latest research and cutting-edge practice to make an evidence-based case for family policy. Examples from around the globe will be given to explain how families support society and how policies support families. The course encourages students to move beyond analysis to action with pragmatic processes and procedures for improving the effectiveness and efficiency of policies by viewing them through the lens of human and family impact.

HS 509A

Lifespan Human Development: All Persons, including Vulnerable & At Risk Populations (3 credits)

This course provides an in-depth look at the science of human development with an emphasis on theories and research that have useful applications for individuals working in the human services. It will provide students with information that can be translated into professional “best practice” applications. Also emphasized will be the contemporary view that life span development is a process deeply embedded within and inseparable from the context of family, social network, and culture. Of special note will be knowledge about those who do not follow a “typical” course of development.

HS 601A

Human Services Administration: Fiscal Management, Fundraising, & Grant Seeking (3 credits)

This course introduces students to the theory and practice of managerial and leadership functions, with a practical approach that provides guidelines for working within agencies. Topics discussed will be evidence-based and empirically supported practice, challenges of management, environments of human service agencies, organizational theory and design, human resources, supervisory relationships, information systems, program evaluation, organizational change, grant writing, fund raising, leadership, and achieving and maintaining organizational excellence.

HS 603A**Sexuality for Human Service Professionals: Value-Respectful Understanding of Self and Others (3 credits)**

This course, geared to the family life educator who will provide sexuality education in a variety of settings, addresses many aspects of sexuality and how to approach it educationally. Some of these are: the historical perspective on sex education; self-awareness of the family life educator; biological, sociological, psychological aspects of sexual education; family life and interpersonal relationships; strategies for sexuality instruction; and the effectiveness of the sex educator and sexual education.

HS 604A**Parent Education & Guidance: Models, Principles, Strategies (3 credits)**

This course will investigate how self-understanding and understanding of one's own experiences with their parents can free one to parent their own children more effectively. Persons do not have to repeat dysfunctional patterns in the lives of their children but can parent in loving, nurturing ways. Students will gain knowledge about parenting skills and learn parent educator tools as well. The reciprocal nature of parent-child interactions will be emphasized as a systems viewpoint will be foundational.

HS 605A**Field Practicum (3 credits)**

This field practicum course is designed to provide students with a hands-on, realistic experience in a community-based agency. Students will have an opportunity to apply and evaluate the knowledge and skills learned in the coursework, will become more aware of the skills required to be an effective and successful human services/family life education professional, and will further determine their appropriateness for the profession. The course helps the students to develop an understanding of the human services/family life education delivery systems and their relevance to local, state, and national policy.

HS 606A**Integrative Seminar (3 credits)**

This course will require students to integrate theory and practice, applying an action research approach as they connect human service/family life education concepts to real-life challenges. Students continue work on the proposal that they submitted at the end of HS503A, "Human Services: Research and Practice." The proposal will present a design for a practice-based project, preferably one that can be carried out in their internship settings, and which will result in either a procedure or curriculum that will address the problem. Students will produce a written document in APA style that contains their references, their problem statements, how they will address the chosen issues, and an overview of the procedures or curricula. They will present their projects to their cohorts, as well.

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

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

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

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

ILR 300A**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.

MA 104A**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 the class.

MA 211A**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. 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 212A**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.

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

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

MOL 508A**Project Management****(3 credits)**

Project Management is an important subject for all companies regardless of Business Model. This course will provide students with the skills needed to manage a project by exploring the processes and knowledge areas recommended by the Project Management Institute for effective initiation, planning, execution, monitoring and control, and closure of projects.

MOL 509A**Social Entrepreneurship and Sustainable Business****(3 credits)**

Social entrepreneurship is a fairly new field in which business and nonprofit leaders design, grow, and lead mission-driven enterprises. As business models evolve, it is important to analyze both the opportunities and challenges associated with this new way of doing business. Students will explore this topic within the framework of sustainable business model focusing on a triple bottom-line of people, planet, and profit.

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

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

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

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

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

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

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

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

NURS 310A**RN to BSN Transition (Didactic)****(3 credits)**

This course is designed to facilitate the transition of registered nurses into academic work and builds on existing knowledge and professional experience. Emphasis is on studying the complex roles of the nurse in today's global healthcare system. Building on existing knowledge, students will be introduced to the critical thinking, leadership, economics, technology, information management, population health, and individual responsibility for safe and ethical practice. Intercultural competence will be evaluated and emphasized. Health care trends related to equitable and holistic nursing practice with individual patients, groups and communities will be emphasized. Prerequisite: Admission to RN-to-BSN program.

NURS 311A**RN to BSN Transition (clinical)****(3 credits)**

Building on existing knowledge and experience, students will apply the interrelated concepts of nursing theory, models of health and illness, evidence-based decision-making, critical thinking, leadership, economics, technology, information management and ethical practice to the nursing profession. Organizing and facilitating the delivery of comprehensive, efficient and effective nursing care across the life span using interdisciplinary and collaborative approaches is emphasized. Nursing practice skills are validated in a clinical setting. Clinical practice settings provide opportunities to utilize and test the nursing process in identifying and initiating independent and collaborative nursing interventions. Corequisite: NURS 310A.

NURS 320A

Role of the Nurse as a Manager of Care

(3 credits)

This course provides students with skills to balance the maintenance of patient optimal health, equitable access to care, and resource management with a focus on persons' autonomy in care decisions. The student will be given tools to build collaborative teams including patients, nurses, doctors, social workers, hospitals, acute and long-term care facilities, and the home.

Transculturally competent interpersonal and small group communication skills are emphasized. Strategies in resource coordination to effectively manage care are considered. Prerequisite: NURS 310A.

NURS 330A

Health Promotion and Assessment for the RN (Didactic)

(3 credits)

This course provides students with additional problem-solving and critical thinking tools that are integral to primary, secondary and tertiary prevention nursing interventions. Building on existing knowledge, students will expand and refine the observational and psychomotor skills required for assessing the health status and needs of patients across the life-span with a focus on the adult. Data that suggests illness, deformity and/or common deviations from the normal expected findings will be identified and described. An emphasis will be placed on the role of the nurse in care management and care transitions, and on personal skills necessary to address the intersection of culture and faith in practice. Prerequisite: NURS 320A.

NURS 331A

Health Promotion and Assessment for the RN (Clinical)

(3 credits)

This course provides the student with opportunities to practice psychomotor skills in conjunction with problem-solving and critical thinking skills, building on existing knowledge and skills, leading to holistic assessment of a person's health status. The practice of assessment modalities of inspection, palpation, percussion, and auscultation are emphasized. Students are expected to conduct health and nutritional assessments along with regional and comprehensive physical examinations within laboratory and clinical practice settings, as well as demonstrate an ability to manage the complex intersection of culture and faith in their work with patients. Corequisite: NURS 330A.

NURS 350A

Diversity, Equity and Advocacy in Nursing

(3 credits)

This course examines the increasingly important roles of cultural competence and advocacy in the process of increasing the quality care, decreasing cost of care, and increasing access to care, along with working alongside an interdisciplinary care team and providing care to patients from diverse backgrounds. Concepts of various socio-cultural, economic, educational, cultural communication patterns and geographical location are examined as influences in the health care for both the patient and practitioner. Equitable frameworks of health care will be examined to develop strategies of patient and practitioner advocacy, to provide access to quality care, and create health care environments where patients and practitioners are valued for their unique cultural backgrounds, empowered to engage in the health care process, and supported to achieve their unique health care goals. Prerequisite: NURS 330A.

NURS 370A**Nursing Research, Statistics and Evidence-Based Practice (3 credits)**

This course serves as an introduction to the research process and its integration into professional nursing practice. Students will learn the foundations of quantitative and qualitative research, how to locate, critically analyze, and critique nursing research, and how to identify their role in the research process as baccalaureate prepared professional nurses. Statistical methods used in nursing research will be introduced and applied in the context of reading current nursing research literature. Students will apply the steps of the research process to address a patient care problem identified in their clinical practice. Opportunities to critique and evaluate nursing research literature and the use of various evidence-based practice models, including their impact on equity and accessibility, will also be provided. Prerequisite: MTH 104A, NURS 350A.

NURS 410A**Family Care and Community Health (Didactic) (3 credits)**

This course introduces students to the extension of nursing to a patient's family and larger geographic community, and to community-based health care and prevention topics, with an emphasis on social justice and equity. Students will 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 will practice the role of a community health nurse with public and home health care systems, with an emphasis on reflecting increased intercultural competence. Building on existing skills, students will assess health needs, plan, and implement appropriate primary, secondary and tertiary prevention interventions for at-risk and underserved population groups in a variety of community settings, emphasizing safe and ethical practice. Evaluation of political processes related to local community health funding and equitable patient/family/community access to healthcare is included. Prerequisite: NURS 370A.

NURS 411A**Family Care and Community Health (Clinical) (3 credits)**

Health promotion and disease prevention at the individual and population level are necessary to improve individual well-being and population health and are important components of baccalaureate generalist nursing practice. This clinical course provides students practice in the role of a community health nurse with public and home health care systems, allowing integration of new knowledge from the lecture course, NR 410A Family Care and Community Health. Clinical experiences in community health nursing focus on application of public health and nursing principles in the care of individuals, families and communities in a variety of settings, including public health departments, schools, occupational health, home health, correctional health, and other community-based agencies. Pre/Co-Requisite: NURS 410A.

NURS 420A**Epidemiology/Population Health****(3 credits)**

This course introduces students to the concepts of epidemiology and the practice of population-based nursing. Students will develop an understanding of epidemiological methods as tools for data-driven health promotion, disease prevention and treatment across the lifespan in particular populations. An introduction to informatics will be included, and application of statistical methods will be reinforced and extended. Evaluation of political processes related to environmental impact, policy development, and state and federal funding of health initiatives will be considered. The nurse's role in disaster planning, risk management, environmental health, communicable disease outbreak, care for marginalized communities, and bioterrorism will also be considered. Prerequisite: NURS 410A/411A.

NURS 450A**Leadership/Management and Professional Role****(3 credits)**

This capstone course focuses on the nurse as a coordinator of human, fiscal and material resources in the health care delivery system. Strategies and skills necessary for the management of appropriate and effective nursing care within the organizational structure of the health care delivery system are explored and analyzed in relation to the nursing management process. Leadership of nursing and interdisciplinary teams utilizing both formal and informal power to promote quality person-focused care is explored, with special focus on the influence of cultural and religious factors on decision-making. Analysis and use of outcome measures to promote quality and cost-effective health care in various organizations and health care delivery systems is emphasized. The capstone clinical focuses on the application of related leadership strategies and skills, including reflective practice, conflict management, and intercultural competence. Emphasis will be placed on development and refinement of teamwork, conflict resolution, effective inter- and intra-disciplinary communication techniques and resource management. Students will develop and implement a change process for a simulated board meeting, incorporating legal, ethical, and nursing care standards required to safely adapt nursing actions to improve quality outcomes measures, to address the identified needs of a department or groups of patients. Prerequisite: NURS 420A.

PHIL/REL 291A**Religious & Philosophical Foundations – 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.

PS/BUS 150A**Management Fundamentals****(3 credits)**

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

PS 140A**American Government****(3 credits)**

A consideration of key concepts and terms in the study of the American political and legal system. Focus is on the historical and political context of the foundation and operation of the American political system. Students will consider the constitutional provisions and the shared responsibilities of the legislative, executive, and judicial branches of government in forming and implementing legislation in the United States.

PS 300A**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.

PS/SOC 345A**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.

PS/SS 402A**Criminal Justice Administration****(3 credits)**

Students analyze criminal justice agencies (law enforcement, corrections, and court administration), organizational structures, and management techniques. This will include financial administration, human resources, and technology.

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

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

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

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

PSY/HD 300A**Foundations of Psychology & Human Development****(3 credits)**

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

PSY 314A**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.

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

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

PSY/SOC 350A**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.

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

This course is designed to introduce the students to various theoretical approaches to counseling, how they are utilized in various therapeutic settings, and how to apply basic therapeutic techniques. The course also provides practice modules for skill-building in attending and empathic listening. An emphasis will be placed on the counseling process, establishing and maintaining the counseling relationship, therapeutic readiness, suicide awareness, referrals, and other counseling tasks.

PSY 441A**Stress, Crisis, Trauma and Self-Care****(3 credits)**

This course acquaints participants with basic approaches for understanding and recognizing stress, crisis, and trauma when helping persons, interacting with colleagues, and provides opportunity for practicing applied strategies in dealing with others and with self-care for the same.

REL/PHIL 291A**Religious & Philosophical Foundations – 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.

REL/SOC 312A**Religions of the World I (1 credit)**

An introduction to the study of beliefs, practices, and effects of major religions of the world.

REL/SOC 313A**Religions of the World II (2 credits)**

A continuation of the study of the beliefs, practices, and effects of major religions of the world. Pre-requisite: REL/SOC 312A. (Students may not earn credit for both REL-312A/REL-313A and REL-310A).

REL 320A**Spirituality, Character, and Service (3 credits)**

This class is designed for all students for introduction to Warner Pacific University's convictions of Spirituality, Character, and Service. Learning of spiritual reflection happens through metaphor and spiritual exercises. Reflection on character formation will take place through the examination of story, dialogue, and experience. The course will culminate with an introduction to service learning through practice and reflection.

REL 330A**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 as adapted and responded in the process.

REL 370A**Church History II: Holiness, Denominationalism, and Recent Theological Movements (3 credits)**

This course is designed to continue the work begun in REL 330A, 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.

SE 364A**Entrepreneurial Finance****(3 credits)**

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.

SOC/BUS 100A**Team Dynamics****(3 credits)**

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

SOC/SS 250A**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.

SOC/REL 312A**Religions of the World I****(1 credit)**

An introduction to the study of beliefs, practices, and effects of major religions of the world.

SOC/REL 313A**Religions of the World II****(2 credits)**

A continuation of the study of the beliefs, practices, and effects of major religions of the world. Pre-requisite: REL/SOC 312A. (Students may not earn credit for both SOC-312A/313A and SOC-310A).

SOC 340A**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.

SOC/PS 345A**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.

SPED 501A**Foundations of Special Education****(3 credits)**

This course explores the historical and legal foundations of the federal program known as Special Education. Students will also evaluate theoretical foundations and ethical considerations that are central to the work of special educators for creating and fostering inclusive environments. Students will also learn the legal responsibilities for collecting and submitting data based on viable assessment practices.

SPED 502A**Human Development and Exceptional Learners****(3 credits)**

This course examines typical development from birth to age 21, and reviews the thirteen categories of special education eligibility in contrast with typical development. Topics include the development of: language, gross and fine motor skills, cognition, social-emotional stages, and adaptive skills. Students will engage in case studies to deepen understanding of exceptional learner development and gain inclusive terminology to address students.

SPED 510A**Assessment and Evaluation in SPED****(3 credits)**

This course considers various models for determining Special Education eligibility. Students will be introduced to a number of standardized assessments commonly used in the eligibility process, and will be able to determine the appropriate assessments for each concern presented. At the end of this course, students will be prepared to facilitate the collaborative process of determining eligibility, along with sharing assessment data in a meaningful way with parents and other members of the IEP team.

SPED 520A**Instructional Best Practices in Special Education****(3 credits)**

This course examines high incidence and low incidence disabilities to deeply understand the functional, academic, social, and emotional difficulties experienced by students with these exceptionalities. Best practices for supporting students are explored, including functional living skills, assistive technologies, how to implement small-group instruction targeted toward IEP goals, facilitate an inclusive program, collaborate with general education teachers, and determine appropriate accommodations and modifications. This course also includes four half-days of observation.

SPED 522A**Classroom Management for SPED Educators with 30-hour Placement (3 credits)**

This course addresses concerning behaviors that may be exhibited by students with disabilities. Teacher candidates will understand the dynamics of problem behaviors, as well as models for interpreting them and methods for addressing them effectively. Emphasis will be given to the positive impact of building strong relationships and communication systems with parents, general education teachers, and other stakeholders. This course includes a 30-hour placement to allow candidates to observe classroom management by an experienced, licensed SPED practitioner.

SPED 530A**Case Management and Collaboration (3 credits)**

This course prepares candidates to manage case files, including writing IEPs and progress notes, scheduling meetings, and providing documents to parents on a timeline. The importance of collaboration will be discussed in-depth, including how to effectively facilitate meetings with team members of diverse backgrounds, manage instructional assistants, and cooperate with general education teachers, parents, and administrators. Finally, the course will explore community resources and transitional programs available to exceptional students and their families.

SPED 690A**Student Teaching with Seminar (4 credits)**

This course supports candidates in refining professional expertise under the mentorship of a licensed specialist while engaging with students and all stakeholders in a school setting. Course content includes the role of the specialist, professional and ethical responsibilities, and commitment to lifelong learning and professional development in special education. According to Oregon Department of Education, student teaching for a Special Education Endorsement must be completed “in classroom environments with students who are ‘individuals with exceptionalities’ across the full range of disabilities” (OAR 584-420-0460 2(f)). The seminar will meet weekly to debrief the student teaching experience and collaborate. Placements and supervision will be coordinated by the Education Department. Students must have completed all other Special Education Endorsement coursework with a cumulative GPA of at least 3.0 before student teaching. Students must have passed the ORELA Special Education test. Offered on a Pass/No Pass basis.

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

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

SS/SOC 250A**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.

SS 300A**Leadership & Diversity****(3 credits)**

This course pursues the question: What is required of human services professionals to lead among ethnically, culturally, economically, sexually, and ideologically diverse people in an urban context that is constantly changing? Strong self-awareness, critical thinking, cultural competence, and social justice components are integrated into the course as students actively confront various types of ethical choices and challenges facing today's leaders.

SS/ED 353A**Cultural Diversity****(3 credits)**

This course will assist the pre-service teacher in preparation of a culturally mediated learning environment. The course content will facilitate learning in a culturally responsive classroom through experiences in valuing a climate of inclusion, engaging in cultural self-reflection, facilitating the dynamics of difference, acquiring cultural knowledge, adapting to the diversity and the cultural contexts of the students, families, and communities served, and supporting actions which foster equity of opportunity. Prerequisite: Sophomore class standing.

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

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

SS 390A**Practicum: Exploring aspects of Criminal Justice and Legal Professions** **(3 credits)**

Students will explore the field of criminal justice at the local, state, and federal level to include policing, policy, corrections, courts, private security, and legal professions through guest lectures and field visits.

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

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

SS 395A**Data Analysis for Criminal Justice and Criminology****(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, and cultural and ethnic minorities, will be explored particularly within the context of urban environments.

SS/SW 420A**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.

SS 455A**Restorative Justice Capstone****(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. They will then apply the concepts of Restorative Justice to their profession in criminal justice as a capstone assignment.

HD/SW 330A**Lifespan Human Development****(3 credits)**

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.

SW/SS 420A**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.

TH 310A**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.

TH 403A**Constructive Theology 1A****(1 credit)**

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 404A**Constructive Theology 1B****(2 credits)**

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 (Pre-requisite: TH 403A).

TH 406A**Constructive Theology II****(3 credits)**

Description: 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.

NONDISCRIMINATION AND ACCOMMODATION POLICIES

EQUAL EMPLOYMENT OPPORTUNITY

Warner Pacific provides equal opportunity for employment and advancement for all employees and applicants regardless of race, color, sex, gender, national origin, citizenship status, disability, age, genetic information, status with regard to public assistance, veteran status and any other status protected by laws and regulations to which Warner Pacific is subject. All employment decisions, including hiring, promotions, compensation, benefits, transfers, and terminations are made in a manner that does not discriminate against individuals in the categories discussed above. Because Warner Pacific is a Christian liberal arts university, the university exercises its legal right to hire Christian employees to fulfill its mission and purpose.

TITLE IX COMPLIANCE

Title IX of the Education Amendments of 1972 (“Title IX”), 20 U.S.C. Sec. 1681, *et seq.* and 34 CFR § 106.9, prohibit discrimination on the basis of sex in any federally funded education program or activity. In compliance with this federal policy, Warner Pacific University does not discriminate on the basis of sex in its education programs and activities and has designated the following individual as Title IX compliance officers:

1. Jon Sampson, Dean of Students (Title IX Coordinator - handling concerns from students), Office Location Smith Hall 219, Office phone number 503-517-1056, Email: jsampson@warnerpacific.edu.
2. Lori Jass, Associate Vice President for Academic Affairs (Title IX Deputy Coordinator - handling concerns from PGS students), Office Location Centre 205, 2600 SE 98th Ave., Suite 200, Portland, Oregon, Office phone 503-517-1320, Email: ljass@warnerpacific.edu.
3. Felita Singleton, Associate Dean of Students (Title IX Officer), Office Location Smith Hall 216, Office phone number 503-517-1088, Email: fsingleton@warnerpacific.edu
4. LaSondra Barnes, Student Services & Service Learning Coordinator (Title IX Officer), Office Location Student Life Center, 1st floor Egtvedt, Office phone number 503-517-1088, Email: lbarnes@warnerpacific.edu.
5. Kirby Gleason, Director of Academic Advising (Title IX Officer), Office Location Centre 205, 2600 SE 98th Ave., Suite 200, Portland, Oregon, Office phone 503-517-1322, Email: kgleason@warnerpacific.edu.

All inquiries concerning the application of Title IX including inquiries about the university’s sex discrimination, sexual harassment, or sexual assault policies may be referred to the appropriate Title IX officer.

SEXUAL MISCONDUCT POLICY

Warner Pacific University seeks to provide students with an environment free from the negative effects of sexual misconduct, which includes sexual harassment, sexual assault and other forms of sexual violence. Therefore, the university strives to educate students, staff and faculty on these

issues and to provide recourse for students believing they have experienced sexual misconduct. The purpose of this policy is to:

- Define sexual misconduct involving students, which includes sexual harassment, domestic violence, intimate partner violence, stalking, and sexual assault.
- Identify resources and support for students reporting an incident of sexual misconduct.
- Affirm the university's commitment to preventing sexual misconduct.
- Outline the university's process of responding appropriately to incidents of sexual misconduct.

Sexual Misconduct Defined

Sexual misconduct is a broad term that encompasses any unwelcome behavior of a sexual nature that is committed without consent or by force, intimidation, coercion or manipulation. Sexual misconduct can occur between persons of the same or different genders.

Sexual Harassment

Sexual harassment is one type of sexual misconduct that includes unwelcome behavior of a sexual or gender-based nature that has the purpose or effect of creating an intimidating, offensive, or hostile environment for study, work, or social living. Sexual harassment includes, but is not limited to verbal harassment like sexual innuendo, sexual humor, gender negative comments, sexual threats or other nonverbal noises that create an offensive environment, as well as physical conduct such as offensive sexual contact and/or sexual violence, offensive touching, patting, pinching, deliberate brushing against the body, blocking movement, gestures, kissing. Actions such as these are prohibited and may also be unlawful.

Sexual Violence

Sexual violence covers a wide range of behaviors inconsistent with university policies and community standards. Many of these behaviors are also violations of state and federal laws.

Sexual violence refers to unwanted physical sexual acts perpetrated without a person's consent or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). Any act of sexual violence, including sexual assault, is prohibited and subject to disciplinary action by the university. For more information about Oregon laws on sexual offenses, see ORS § 164.305-.479.

Consent Defined

Sexual activity requires consent, which the university defines as a positive unambiguous and voluntary agreement to engage in specific sexual activity throughout a sexual encounter. **The absence of a "no" does not qualify as consent to engage in sexual activity.** Consent to some sexual acts does not constitute consent to others, nor does past consent to a given act constitute present or future consent. Consent must be ongoing throughout a sexual encounter and can be revoked at any time.

Consent cannot be obtained through coercion, intimidation or force or if the person is incapacitated through the use of drugs, alcohol, or any other condition. The use of drugs or alcohol does not diminish a student's responsibility to obtain consent for sexual activity. In

addition, Oregon law considers persons under the age of 18 incapable of giving consent to sexual activity. ORS § 163.315.

Relationship Abuse and Stalking

In addition to sexual misconduct and other forms of discriminatory harassment, Warner Pacific also takes seriously relationship abuse (domestic violence and dating or intimate partner violence) and stalking. For purposes of Warner Pacific policies, the following behaviors are included in its reporting obligations under the Clery Act:

“Domestic violence” includes threatening or abusive or violent behavior in the home between family or household members. **“Dating or intimate partner violence”** includes threatening or abusive or violence behavior by a person who has been in a romantic or intimate relationship with the victim. **“Stalking”** is a course of repeated and unwanted contact directed at a specific person or that person’s immediate family or household that would cause a reasonable person to fear for her, his or others’ personal safety.

Each of the above is a violation of university policy and reports are addressed according to the university’s Title IX policies and procedures. For more information about Oregon laws about relationship abuse and stalking, see ORS §§ 135.230 and 163.732.

Options for Confidential Reporting

The university encourages victims of sexual misconduct, relationship abuse, stalking or other discriminatory harassment to talk to somebody about what happened – so victims can get the support they need, and so the university can appropriately respond. Different employees on campus have different abilities to maintain confidentiality.

- Some are required to maintain near complete confidentiality; talking to them is sometimes called a “privileged communication.”
- Almost all employees of the university, however, are required to report all the details of an incident (including the identities of both the victim and alleged perpetrator) to a Title IX Coordinator. A report to these employees (called “Responsible Employees”) constitutes a report to the university – and generally obligates the university to investigate the incident and take appropriate steps to address the situation.

This policy guideline is intended to make students aware of the various reporting and confidential disclosure options available to them – so they can make informed choices about where to turn should they or someone they know become a victim of sexual misconduct, relationship abuse, stalking or other discriminatory harassment.

Throughout this policy, “complainant” or “victim” is used to refer to the person making the allegation(s) of misconduct and “Respondent” or “perpetrator” refers to the person alleged to have committed the misconduct. When the university receives a report from someone other than the complainant, for example, from a complainant’s friend, roommate, or faculty member, or anonymously, the university will notify the identified complainant that a report has been received. The university will make efforts to meet with the complainant to discuss available options and these policies and procedures will apply as if the complainant made the initial report.

On-Campus Options

Confidential Resources

Professional, licensed counselors and pastoral counselors who provide mental-health or pastoral counseling to members of the university community are not required to report any information about an incident to a Title IX Coordinator without a complainant's permission. Following is the contact information for these individuals:

- Director of Career and Life Counseling, 503-517-1119
- Michelle Lang, Director of Campus Ministries, 503-517-1190

A complainant who speaks to a professional or pastoral counselor must understand that, if he or she wants to maintain confidentiality, the university may be unable to conduct an investigation into the particular incident or pursue disciplinary action against the alleged perpetrator.

However, a complainant who at first requests confidentiality may later decide to file a complaint with the university or report the incident to local law enforcement, and thus have the incident investigated.

NOTE: While these professional and pastoral counselors may maintain a complainant's confidentiality vis-à-vis the university, they may have reporting or other obligations under state law.

Non-Confidential Reports to Any Other University Employee

Warner Pacific University has designated all university employees, including faculty and staff, except for those specifically identified above as confidential professional and pastoral counselors, as "Responsible Employees" who must report to a Title IX Coordinator all relevant details they learn about an alleged incident.

When a complainant tells a Responsible Employee about an incident of sexual misconduct, relationship abuse, stalking or other discriminatory harassment, the university is committed to taking appropriate steps to investigate what happened and to resolve the matter promptly and equitably. As a result, all information shared will be reported to the university so it may determine an appropriate response.

To the extent possible, information reported to a Responsible Employee will be shared only with the people responsible for handling the university's response to the report. If the complainant wants to tell a Responsible Employee what happened but also maintain confidentiality, the university will consider the request, but cannot guarantee that it will be able to honor it.

Requesting Confidentiality: How the University Will Weigh the Request and Respond

If a complainant discloses an incident but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, the university must weigh that request against its obligation to provide a safe, non-discriminatory environment for all students, including the complainant.

If the university honors a request for confidentiality, the university's ability to meaningfully investigate the incident and pursue disciplinary action against the alleged perpetrator(s) may be limited. Although rare, there are times when the university may be unable to honor a complainant's request of confidentiality in order to provide a safe, non-discriminatory environment for all members of the university.

The university's Title IX Coordinator (or designee) will evaluate requests for confidentiality. When weighing a request for confidentiality or that no investigation or discipline be pursued, a range of factors may be considered, including:

- The increased risk that the alleged perpetrator will commit additional acts of sexual or other violence or other discriminatory harassment,
- whether the violence was perpetrated with a weapon;
- whether the complainant is a minor;
- whether the university possesses other means to obtain relevant evidence;
- whether the complainant's report reveals a pattern of perpetration at a given location or by a particular group.

The presence of one or more of these factors could lead the university to investigate and, if appropriate, pursue disciplinary or other action. If none of those factors is present, the university is likely to respect the complainant's request for confidentiality.

*If the university determines that it **cannot** maintain a complainant's confidentiality, the university will, to the extent possible, inform the complainant before starting an investigation and only share information with people responsible for handling the university's response.*

The university's intent is to always be mindful of the complainant's well-being, and take ongoing steps to protect the complainant from retaliation or harm and work with the complainant to create a safety plan. Retaliation against the complainant, whether by students or university employees, will not be tolerated.

The university strives also to:

- reasonably assist the complainant in accessing other available advocacy, academic, support, counseling, health or mental health services, and assistance both on and off campus;
- provide other reasonable security and support, which could include issuing a no-contact order, helping arrange a change of living or working arrangements or course schedules (including for the Respondent pending the outcome of an investigation); and
- inform the complainant of the right to report a crime to campus or local law enforcement – and provide the complainant with assistance in making such a report if the complainant wishes to do so.
- Not require a complainant to participate in any investigation or disciplinary proceeding.

Because the university is under a continuing obligation to address the issue of sexual misconduct and violence campus-wide, reports (including non-identifying reports) may also prompt the university to consider broader remedial action – such as increased monitoring, supervision or security at locations where the reported sexual violence occurred; increasing education and prevention efforts, including to targeted population groups; conducting climate assessments/victimization surveys; and/or revisiting its policies and practices.

Filing a Complaint

PGS students wanting to file a complaint of sexual misconduct, relationship abuse, stalking or other discriminatory harassment with the university may contact any of the Title IX officers listed above. The appropriate Title IX officer will coordinate the university's response. This includes:

- Informing students of available medical and emotional support options.
- Assisting all parties involved in understanding their rights and responsibilities.
- Developing remedial actions to facilitate support and safety for the students involved. Considerations include classroom accommodations, no contact requirements, no trespass restrictions, and academic accommodations.
- Helping students that wish to report an incident to law enforcement for possible criminal prosecution.
- Overseeing the judicial process and any appeal.

Investigations of sexual misconduct, relationship abuse, stalking and other discriminatory harassment allegations will follow the Student Judicial Administrative Resolution Process with the possibility of the following additions and/or alterations:

- The university has a compelling interest in protecting the integrity of its investigations, including a strong desire to protect parties and witnesses from harassment, intimidation and retaliation, and to keep evidence from being destroyed or manipulated. All parties are encouraged to keep confidential within the community the charges and the fact that an investigation is taking place to preserve the integrity of the process. However, this expectation is not meant to limit the parties' ability to seek resources, support, to involve law enforcement or to obtain legal counsel or gather evidence as part of a student judicial proceeding.
- Both the complainant and respondent should receive written notification of no contact, including electronic communication, with each other.
- No cross examination will occur between the two parties. Prior sexual history of the students should not be considered as either an aggravating or a mitigating factor in the decision.
- Changes in learning team assignments, course schedules, and other considerations may be necessary after a complaint is made and an investigation begins.
- Reasonable efforts will be made to accommodate the concerns of the involved parties.

- All appeals are to follow the appeals policy outlined in the Student Judicial Process.
- During investigations and judicial proceedings both the complainant and the respondent may involve an advisor of their choice. This advisor may serve as a resource to parties and may be present during any investigatory or disciplinary meeting, but may not otherwise advocate during or interfere with the university's proceedings or investigations.
- Both parties should receive written notice of the outcome of any judicial proceeding or Human Resources investigation, including sanctions as allowed by law.

Non Retaliation

The university's intent is to always be mindful of the complainant's well-being, and take ongoing steps to protect the complainant from retaliation or harm. Retaliation against the complainant or any person who makes a report or participates in a disciplinary proceeding or investigation of alleged Title IX or discriminatory harassment violations, whether by students or university employees, will not be tolerated. Students, who believe they are experiencing retaliation because of their involvement, should immediately report it to the university's Title IX Coordinator.

Campus Resources

(available for quick dial via the WP Mobile app for Android and iPhone)

Confidential Campus Resources:

- Director of Career and Life Counseling, 503-517-1119
- Director of Campus Ministries, Michelle Lang 503-517-1190

Campus Safety – (503) 250-1730

Community Resources

- 911
- Portland Women's Crisis Line
 - 24-hour crisis line, 503-235-5333
- Sexual Assault Resource Center
 - 24-hour crisis line, 503-640-5311,
 - www.sarcoregon.org
- Multnomah County Crisis Line 503-988-4888
- Rape Victim Advocates
 - 503-988-3222
- Pregnancy Resource Center
 - 503-256-0808
 - info@prcofportland.com
 - www.prcopfportland.com

PGS STUDENT JUDICIAL PROCESS

The Warner Pacific University judicial process exists to respond to alleged violations of the community agreement, campus policies, and/or federal and state laws by individuals or organizations. Although not a formal court of law it provides students due process in order to assure fundamental fairness in resolving allegations of behavioral misconduct. PGS students who are found responsible for violating a campus policy or regulation may be required to complete a sanction. Sanctions are designed to both discourage further violations of campus policy and to instruct the student to their role in the community. A finding of responsibility is determined by a preponderance of the evidence.

Student Rights

All students charged with behavioral misconduct have the following rights:

1. To receive notice of charges in writing via campus mail or campus email.
2. To have a faculty or staff advisor during the judicial process (and in cases involving charges of sexual assault, relationship violence or stalking an advisor of choice). The advisor's participation is limited to conferring with the student. He or she may be present during all phases of the judicial process.
3. To refute any evidence or statement presented during the hearing.
4. To submit written statements from witnesses.
5. To challenge, with cause, the designation of a hearing officer or judicial review board member.
6. To appeal the outcome of the judicial process.

Process

The judicial process for PGS students is initiated by the filing of an Incident Report (which can be obtained in the Office of the Associate Vice President for Academic Affairs) by any member of the Warner Pacific community (students, faculty, and staff). Individuals outside of the campus community who wish to file a complaint against an PGS student should contact Warner Pacific University Campus Safety. Campus Safety will communicate the complaint to the Office of the Associate Vice President for Academic Affairs (AVP), at which time a determination will be made about the necessity of initiating the judicial process. Grievances against staff and faculty are not administered by the Warner Pacific University Student Judicial Process.

Once an incident report is received by the Office of the AVP, a judicial officer will determine which type of disciplinary proceeding is most appropriate. Incidents determined to be minor may result in a letter of notification only or a letter of notification and sanctions. If the judicial officer determines the incident is a major violation or the violation is a repeat offense, the officer may initiate the judicial process.

Cases involving charges of sexual misconduct or discriminatory harassment will be handled through the Administrative Resolution process. In other cases, the judicial officer assigned may choose to address the incident through either: 1) Administrative Resolution or 2) Judicial Committee Resolution. Each process is described in detail below.

Failure to Comply

In some cases, students that refuse to make themselves available for judicial investigations, administrative hearings, or judicial reviews in a timely fashion may be charged with “Failure to Comply.” Failing to participate in the judicial process may be a serious limitation to continued membership in the WPU community and could result in judicial sanctions up to and including suspension or expulsion.

Note, however, the university will not compel a complainant or victim of sexual misconduct or discriminatory harassment to participate in the university’s judicial process.

Administrative Resolution

The Administrative Resolution proceeding may be used when the judicial officer assigned to the case determines that the nature and circumstances of the alleged violation are best resolved administratively. Students charged with allegations of behavioral misconduct may request a Judicial Committee hearing instead, but final authority for this decision rests with the judicial officer.

Once an Incident Report is received by the Associate Vice President’s office, the judicial officer in charge will identify the student(s) involved and the specific allegations. The students identified will receive written notification of the allegation and be instructed about how to proceed. In most cases the judicial officer will conduct an investigation before proceeding with the administrative hearing. In such cases, the judicial officer will interview the students involved and/or witnesses as well as gather other evidence related to the case in order to provide a fair and balanced hearing.

Administrative Hearing

A judicial review may accommodate multiple students simultaneously, although students summoned to a judicial review may request a private meeting. Final authority for this decision rests with the judicial officer. The agenda for the Administrative Hearing is as follows:

1. The accused student(s) and their advisors (if present) are invited into the room and introduced.
2. The judicial officer explains the order of events and reviews the student rights for those present.
3. The judicial officer reads the incident report and clarifies the charges for the accused student(s) or organizational representatives.
4. The judicial officer states the available pleas and asks for a plea from each student to each charge.
5. The accused student(s) or organizational representatives are asked to comment on the incident. Then the judicial officer may ask questions.
6. The accused student(s) may submit any witness statements in writing.
7. The judicial officer may make a final comment.
8. The accused student(s) or organizational representatives may make a final comment.
9. Once the judicial officer has sufficient information to make a decision, he or she may end the hearing and ask the accused student(s) to leave the room.

Decision

At the conclusion of the administrative hearing the judicial officer may determine responsibility using a preponderance of evidence standard. Sometimes a decision may be postponed to allow further review of evidence or to question additional witnesses. If the accused is found responsible, an appropriate sanction will be determined. Charged students are notified in writing of the outcome of their case, and in some cases may be asked to schedule a post-hearing conference to discuss the outcome and sanctions with the judicial officer.

Judicial Committee

The Judicial Committee Resolution proceeding may be used when the judicial officer determines that the nature and circumstances of the alleged violation are best resolved by a committee. All Judicial Committee decisions serve as recommendations to the judicial officer. The decision may then be ratified by the judicial officer or returned to the committee with recommended revisions.

Judicial Committee Composition

A Judicial Committee hearing is conducted with up to five members of the community and must include at least one faculty member, and one staff person.

The Compliance Officer will train staff and faculty representatives to serve on the Judicial Committee. These representatives must sign a confidentiality agreement and receive training before serving as members of the committee.

Judicial Hearing Process

Prior to the Judicial Committee hearing, an investigation of the alleged behavioral misconduct will be conducted by the judicial officer in charge and a written summary and compilation of findings will be made available to the committee. The Office of the Associate Vice President for Academic Affairs is committed to prompt resolution of all disciplinary proceedings. However, in some cases, the judicial officer may permit a short delay of the proceedings in order to adequately prepare for the committee hearing. Shortly after the committee's receipt of the summary and findings, the judicial officer in charge will send the student(s) a notice of the time and date of a hearing and a statement of the alleged violations through campus email. Prior to the hearing, the student(s) may arrange to have witness statements submitted. The judicial officer in charge will determine when such statements must arrive in order to give the committee adequate time to review the submitted statements.

The agenda for the Judicial Committee Hearing is as follows:

1. The accused student(s) or organizational representatives and their advisors (if present) are invited into the room and introduced.
2. The judicial officer explains the order of events and reviews the student rights for those present.
3. The judicial officer reads the incident report and clarifies the charges for the accused student(s) or organizational representatives.
4. The judicial officer states the available pleas and asks for a plea from each student to each charge.

5. The accused student(s) or organizational representatives are asked to comment on the incident. Then the judicial officer and committee members may ask questions.
6. The accused student(s) may submit any witness statements in writing.
7. Committee members or the judicial officer may make a final comment.
8. The accused student(s) or organizational representatives may make a final comment.
9. Once the Judicial Committee has sufficient information to make a decision, the hearing will end and the student(s) and advisors will leave the room.

A written summary of the hearing will be made by the judicial officer assigned to the case.

At the conclusion of the hearing, the committee will use a preponderance of evidence standard to render a decision by majority vote as to whether it is more likely than not that the student has violated university policy and impose sanctions if appropriate. The committee decision will be forwarded to the assigned judicial officer to be ratified or returned to the committee with recommended revisions. Judicial outcomes are not final until the committee's decision is ratified. Upon ratification the judicial officer will provide the student(s) with a written explanation of the outcome and meet with the student(s) for further explanation if necessary.

Sanctions

There are no set formulas or automatic sanctions for most violations. Students who violate university policy subject themselves to the full range of disciplinary sanctions up to and including suspension or expulsion from the university. In reviewing each violation, the following variables will be considered: attitude, truthfulness, prior discipline, impact of the violation on the community when the misconduct occurred, and whether or not the student came forward to assume responsibility. Sanctions may include, but are not limited to, one or more of the following:

- *Formal apology.* A written and/or verbal apology to the offended party/parties.
- *Disciplinary Probation.* A written reprimand for violation of specified regulations or policies. Probation is established for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to be violating any specific conditions of the probation or any institutional regulation(s) or policy during the probationary period. Students on disciplinary probation may be suspended from participation in university functions and activities and may be required to meet regularly with a staff or faculty mentor.
- *Fines.* Previously established and published fines may be imposed.
- *Restitution.* Compensation for loss, damages, or injury may be required. This may take the form of completing appropriate service and/or monetary or material replacement.
- *Discretionary sanctions.* This could include work assignments, service to the university, or other related discretionary assignments.
- *Required educational programs.* These programs are designed to give students the opportunity to learn more about a particular topic and give them the tools to make better choices in the future. These programs could also include a participation fee.
- *University suspension.* Separation of the student from the campus for a specified period of time, after which the student may be eligible to return. While suspended, students may not be on campus or participate in any university related event. Length of suspensions

may vary from one or more days to one or more semesters. The timing of the suspension will not occur at the convenience of the student. The Academic Policies and Procedures state, “Faculty are not permitted to provide make-up opportunities or alter established class schedules for suspended students. Where this creates a hardship for students, they are to be referred to the dean of students.” Conditions for the student’s return to campus may be specified.

- *University expulsion.* Permanent separation of the student from the university, without possibility of readmission.

Sanctions will be effective immediately, but can be temporarily suspended at the sole discretion of the Associate Vice President for Academic Affairs (AVP) if a student notifies the AVP in writing of intent to appeal.

The AVP or designee will verify that all sanctions are completed within the given timeline. Students that fail to complete their sanctions will be charged with failure to comply and will reenter the judicial process. Additional sanctions may be imposed by either a judicial officer or the Judicial Committee.

Interim Sanctions

While any disciplinary investigation is being conducted, the judicial officer or Associate Vice President for Academic Affairs may take one or both of the following actions:

- Impose immediate interim sanctions pending a final determination in the matter, including, but not limited to: stay-away orders; removal from learning teams; suspension from campus, classes, or Warner Pacific related off-campus events.
- Refer the matter to the appropriate police authorities.

The interim sanction will remain in effect until it is otherwise revoked by the judicial officer or Associate Vice President, or expires by its own terms.

GRIEVANCE POLICY

The grievance process exists to provide students a process to resolve disputes between other students, staff, faculty and other members of the community, for example, disputes within learning teams or other conflicts of a personal nature between students or between students and staff or faculty. This process is not intended to apply to complaints or problems related to alleged sexual misconduct, relationship violence, stalking, discrimination and/or harassment that is prohibited by law, nor does it exist to resolve academic disputes.

Purpose

As stated in the Community Agreement, “As an expression of the university’s urban mission and identity, students are expected to live out Christ’s command to love their neighbors both on and off campus. Civility and love are to be demonstrated in personal interactions, campus and community life, and in service to others.” Therefore, this grievance process provides an opportunity for students to work out their differences in a safe and structured manner.

Procedure

The specific steps of the grievance procedure are listed below.

When a student has a grievance with another member of the community, he/she may file a report with the Associate Vice President (AVP).

The AVP or a designee will review the report and determine one of the following actions:

- a. The student has a legitimate grievance against a member of our community and the student will be encouraged to attempt a resolution in a one on one meeting. The student bringing the grievance is responsible for providing a written summary of the meeting.
- b. The student has a legitimate grievance against a member of the community and the student will be provided an opportunity to resolve the issue with an advisor, another staff or faculty member, or a member of the Caldwell House counseling staff. In such cases, the mediator will meet with each individual or group involved prior to the mediation meeting. The mediator will also provide a written summary of the meeting.
- c. The student has not provided enough evidence to demonstrate a valid grievance.

If step (a) above fails to provide resolution it may be determined that step (b) is necessary for a healthy resolution. If step (a) and (b) fail to provide a resolution the case will be referred to neutral faculty or staff member, who will decide on a resolution. If either party is not satisfied with the resolution they may appeal the decision to the AVP.

CAMPUS LIFE STANDARDS AND PGS COMMUNITY AGREEMENT

CAMPUS LIFE STANDARDS

Warner Pacific is a university sponsored by the Church of God. Its mission, programs, and campus life are all informed by three basic traditions: Chris-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, intellectual life. Violation of university policies including the Community Agreement, subject the students to disciplinary action that could include warning, probation, or dismissal from the university.

One of the primary functions of this Bulletin is to provide notice to each student of the expectations for being a member of our community. These standards are a key part of community life at Warner Pacific University.

PGS COMMUNITY AGREEMENT

Community can be achieved, but it requires open, honest, caring communication; sacrifice and loving adjustment in personal liberties; and a positive desire to help others develop their potential. To achieve community, Warner Pacific students willingly commit to the responsibilities and privileges of community life. Commitment is a two-way street. As students commit to the ideal of education within a Christian community, Warner Pacific University makes a commitment to provide a positive model of Christian living. The university makes a commitment within the spirit of Christian concern for others to fairness, justice and equitable treatment of all students. Warner Pacific University's goal is to help students live by biblical standards of moral integrity, social consciousness, and personal health, reflecting positive Christian values. As persons in process, not "finished products," and not desiring to disregard individual conscience or legislate moral behavior, responsible Christian choices are encouraged in all decisions as reflected in:

- upholding biblical standards of moral behavior in individual and public lives
- obeying local, state, and federal laws

- abstaining from use of illegal and non-prescription controlled substances
- being a positive representative of the Warner Pacific “community.”

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

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

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

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

DRUG AND ALCOHOL POLICY

Purchase, possession, storage, distribution or use of tobacco, electronic cigarettes, alcohol, marijuana and illegal drugs is prohibited on any Warner Pacific campus and in campus housing. Smoking is not permitted on university property, in its vehicles, or at any university sponsored event.

The use of illegal drugs or non-prescribed controlled substances is strictly prohibited. No Warner Pacific students or employees are permitted on campus or at university events while impaired by alcohol, marijuana, or illegal or prescription drugs. Students and employees must be able to perform work duties and participate in classes and activities safely. Prescription drug use is permitted on campus under the care and supervision of a physician. Warner Pacific does not accommodate employee or student use of medical marijuana.

No Warner Pacific students or employees are permitted on campus or at university events while impaired by alcohol, marijuana, or illegal or prescription drugs. Students and employees must be able to perform work duties and participate in classes and activities safely. Prescription drug use is permitted on campus under the care and supervision of a physician. Warner Pacific does not accommodate employee or student use of medical marijuana.

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. If emergency circumstances require use of the phone during class, students should exit the room until the issue has been addressed.
- The use of electronic devices during class is intended to enhance the educational outcomes of the course. Out of respect for others in class, the use of electronic devices during class for work not related to the course is discouraged. Persistent violation of this guideline may result in corrective action.
- Individual use of earbuds and personal listening or viewing devices such as iPods, unless required for improving understanding of the course material, 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:

- Threats of physical harm directed towards professor and/or other students or physical violence or intimidation
- 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 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
- 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.

PGS COMMUNITY LIFE

ACADEMIC ADVISING

Each student is assigned an academic advisor, who has training in adult learning and is a member of the university faculty. The role of the academic advisor is to provide the student with an understanding of his or her academic status, the requirements needed for the completion of the degree program, and various methods by which the student may complete the requirements. *While the academic advisor will make every effort to proactively advise the student, the final responsibility for meeting all academic and graduation requirements rests with the individual student.*

Undergraduate students are required to develop an academic degree plan with their academic advisor prior to the end of the second course in their program. All PGS undergraduate students have opportunities to meet with their academic advisors after they are admitted to the university and throughout their program. Graduate students may also meet with their academic advisor as needed.

Information about Financial Aid, Student Accounts, Records, Academic Support Center, Career Counseling, Counseling Center, Disability Resources, and Learning Communities can be accessed via the PGS Student Dashboard (<https://www.warnerpacific.edu/pgs-students>).

ADA POLICY

Warner Pacific University operates its academic programs in accordance with the Americans with Disabilities Act. Warner Pacific University makes reasonable accommodations for all individuals' documented disabilities, unless doing so would pose undue hardship for the institution. All new construction and purchased equipment meets current ADA requirements. Any student who has a documented disability that may require accommodation to fully participate in classes should contact Jann McCaul, Disabilities Services Coordinator at 503-517-1577 or jmccaul@warnerpacific.edu.

MyWP

Student academic and financial information (financial aid and student account) may be accessed electronically through the student portal, MyWP (mywp.warnerpacific.edu). Students log in using their assigned Warner Pacific email account and password to access grades, course schedule, and other academic advising content, Warner Pacific email, blogs, other resources and frequently used websites.

PGS OFFICES AND FACULTY COMMUNICATIONS

WPU students have access to the WPU computer network for both e-mail and research purposes. The student's e-mail account and password are established once the student is registered for classes. Professors communicate principally via e-mail through the WPU system; thus, students are asked to use their Warner Pacific email for all official communication.

Faculty office hours vary according to individual assignments. Not all faculty members are on campus or in offices each day. It is the goal of the Professional and Graduate Studies staff and faculty to respond to voice and e-mails as soon as possible but at least within 24 to 48 hours

Monday through Friday. Problems in this regard can be addressed to the Associate Vice President for Academic Affairs.

All participants are expected to be present at the beginning of the workshop. In the rare instance when the instructor is not present at the start of the workshop students should use the time to work on team projects. If the instructor has not arrived or otherwise made contact with the students after 30 minutes, the students may assume that class is cancelled. Students who were present for the first 30 minutes of the workshop will be reported as being present for the entire workshop by e-mailing a roster with the course title and student signatures to the instructor and PGS Records (pgsrecords@warnerpacific.edu).

If a student encounters problems accessing the WPU network or university e-mail account from off-campus, the student may contact the WPU Helpdesk at 503-517-1399 or helpdesk@warnerpacific.edu.

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 Affairs (503.517.1007/Email: wpc-studentaffairs@warnerpacific.edu).

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>).

WASHINGTON STATE AUTHORIZATION

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. 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.

For 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 or contact the Student Loan Advocate at loanadvocate@wsac.wa.gov.

WEATHER CLOSURES

In case of inclement weather and adverse road conditions, the Vice President for Academic Affairs will make a decision about closure. This decision is generally made by 4:00 PM for evening classes.

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

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

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

<https://warnerpacific.omnilert.net/subscriber.php>

In the case of inclement weather, safety is a priority. Even though class may be in session, students should use discretion regarding weather concerns in their area and communicate with their instructors and academic advisors regarding any weather related absence. Whenever possible, course content will be posted on the course's MyWP Classes site to enable students to participate in class even if they are not able to travel.

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 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.

FRATERNIZATION

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

WEAPONS POLICY

The presence of weapons on campus poses an unacceptable risk to the health and safety of all members and guests of the Warner Pacific University community. Therefore, the possession of dangerous weapons is prohibited on all sites where classes are held, including slingshots, firearms (including BB guns), knives, and explosives (firecrackers, fireworks, dangerous chemicals or propulsion devices) or:

- any item or instrument defined as a weapon by local, state, or federal law.
- any item designed to cause injury or incapacitate another person.
- any item used to harass, threaten, intimidate, assault, or batter another person.
- any item the University deems as dangerous.

Anyone who observes someone on the Warner Pacific University campus violating this policy should immediately report the incident to the Campus Safety at 503-250-1730 or 503-517-2127 (extension x2127 from any campus phone). Anyone who observes someone violating this policy on a satellite site should immediately call 911 for assistance. The complainant should be prepared to provide the Campus Safety (or 911) with any relevant information that caused them to observe the violation. Campus Safety officers have the right to secure weapons from persons in violation of this policy. These weapons will be secured in the Campus Safety Office.

Persons who possess a concealed weapons permit are NOT allowed to carry weapons on the private property of the Warner Pacific University campus (or any of the satellite sites).

Possessing a weapon for the purpose of sport, hunting, personal protection, or any other reason does not exempt a person from this policy.

SERVICES ON THE MT TABOR CAMPUS

Community Life on the Tabor campus provides assistance in spiritual life, personal counseling, learning skills, student employment, and career guidance. All counseling and assistance is strictly confidential, and, in most cases, without charge.

KNIGHTS CARE

Warner Pacific University students have access to Knights Care, which provides 24 hours per day, 7 days per week medical and mental telehealth care for all students, at no cost per visit. For more information, please visit <https://www.warnerpacific.edu/student-life/knights-care/>.

PARKING

Students are encouraged to register their vehicles with Campus Safety, especially those students attending class at the Tabor campus. All vehicles must be registered through PGS Admissions. Vehicles parked in marked unauthorized areas or vehicles without permits will be ticketed. Students parked in "NO PARKING" zones and Fire Lanes may have their vehicles impounded at personal expense.

FINANCIAL AID INFORMATION

In February 2017, PGS began transitioning to a different format described as non-standard term and dividing the academic year into semesters. Financial Aid rules slightly differ between the non-term format and the non-standard term format. The following sections distinguish between the two format types:

- *Non-Term (NT): For students enrolling before February 2017, including those who return from an absence less than 180 days which began prior to February 2017.*
- *Non-Standard Term (NST): For students enrolling in February 2017 or later, or those returning in February 2017 or later after an absence of more than 180 days.*

Students unsure of the program format should contact the Office of Financial Aid.

POLICIES AND PROCEDURES

Financial Aid through Warner Pacific University complies with all appropriate Department of Education rules and regulations as well as established institutional policies. There are many sources of financial aid for students. Students may contact the Office of Financial Aid for information about any of the following:

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant
- Federal TEACH Grant
- Federal Subsidized Stafford Loan
- Federal Unsubsidized Stafford Loan
- Federal PLUS Loan for Parents and Graduate students
- Oregon Opportunity Grant
- Private Education Loan
- Outside Scholarship or Grant Resources

Students interested in applying for aid must complete a Free Application for Federal Student Aid (FAFSA) and the process for admissions. All information contained in these documents is held in strict confidence through adherence to FERPA regulations by Warner Pacific University. The results of the FAFSA determine the eligibility for grants including Federal Pell, Supplemental Educational Opportunity, TEACH and Oregon Opportunity, and the Federal Direct Stafford Loan Program. Students ineligible to file the FAFSA in residence in Oregon may file the state application through the Office of Student Access and Completion in order to be considered for the Oregon Opportunity Grant.

Grant Programs

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

Federal Supplemental Educational Opportunity Grant (FSEOG): Federally funded grants awarded to a limited number of 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 TEACH Grant: The Federal TEACH Grant Program provides grants to students completing or planning to complete course work needed to begin a career in teaching. As a condition for receiving a TEACH Grant, the student must sign a TEACH Grant Agreement to Serve in which the student agrees to teach in a high-need field; at an elementary school, secondary school, or educational service agency that serves students from low-income families; and for at least four complete academic years within eight years after ceasing attendance in the course of study for which the grant was received. If the student does not complete the service obligation, all TEACH Grant funds received are converted to a Direct Unsubsidized Loan that must be repaid to the US Department of Education. More details are available at <https://studentaid.ed.gov/teach>

The Warner Pacific TEACH Grant is available to Graduate Students in the MAT and MEd programs and to Junior and Senior Undergraduate students in the B.S. in Early Childhood/Elementary Education. Students may contact the Office of Financial Aid for additional information and application form.

Oregon Opportunity Grant: State funded grants require filing a FAFSA or the alternative need based application provided by the state. More information is available at the state website www.oregonstudentaid.gov. The grant is administered by the Office of Student Access and Completion (OSAC) and awarded by the Warner Pacific Office of Financial Aid.

Loan Programs

Federal Direct Stafford Loans are available for eligible students. All Undergraduate and Graduate Stafford Loans (Subsidized and Unsubsidized) have a fixed interest rate set by July 1st each year. Please refer to <https://studentaid.gov/interest> for the current rate. Federally mandated annual and aggregate student loan limits apply to both graduate and undergraduate students.

In addition to the FAFSA, a Direct Loan Master Promissory note (MPN) and Direct Loan Entrance Counseling must be completed upon initial use of federal loans in order for a student to be eligible for Federal Direct Stafford Loans.

There are two forms of the Federal Direct Stafford Loan. The Federal Direct Subsidized Stafford Loan is based on a student's need. The government subsidizes/pays the interest while the student is in attendance of half-time or more.

The Federal Direct Unsubsidized Stafford Loan is based on the university cost of attendance and remaining annual Stafford loan limit. The government does not pay interest on the loan. The student must be in attendance half-time or more to be eligible. The student can choose to pay interest quarterly or add it to the loan principal.

Direct PLUS Loans

The Federal Parent Loan for Dependent Undergraduate Students and the Graduate Loan (PLUS Loans) are uniquely different from other Federal Loan Programs. To receive a Direct PLUS Loan, a person must:

Be a graduate student or be the parent of a dependent undergraduate student enrolled at least half-time;

- Not have an adverse credit history; and
- Meet the general requirements for federal student aid. If borrowing for a child, the child must also meet these requirements.

Family finances are not a determining factor for Direct PLUS loan eligibility although there is an income to debt ratio component. The loan is administered by the Department of Education, and the amount of funding available is based upon other financial aid received by the student and the university program cost of attendance. Dependent students with little or no eligibility for the other federal aid programs may find the Direct PLUS loan very beneficial. The interest rate is set by July 1st of each year and is available for review at <https://studentaid.gov/interest>.

A Direct PLUS Loan may help a student pay the difference between the cost of attendance and other estimated financial aid resources. Repayment begins after the loan is fully disbursed, or repayments may be deferred by applying to the loan Servicer.

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

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 www.benefits.va.gov. To establish eligibility at Warner Pacific, the student should submit

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

General Eligibility Provisions

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

- Admittance as a regular student to Warner Pacific University
- File a FAFSA every year if planning to use Federal Financial Aid
- Complete and submit requested paperwork to the Office of Financial Aid, as required by the Department of Education. Failure to complete the required additional documents may result in a significant delay in the processing of Federal and State aid and may require cash payment towards tuition and books until the financial aid awarding process has been completed
- Students must maintain eligibility for future disbursements by complying with the Attendance Policy and the Satisfactory Academic Progress Policy as outlined in the PGS Bulletin

Important Facts

- Financial aid is intended for educational expenses.
- 'Doubled Up' or concurrent coursework results in additional tuition charges.
- Breaks in attendance of more than 28 days may require an approved Leave of Absence (LOA) in accordance with WPU policy. Students without an approved LOA on file prior to the last attendance session of class are considered withdrawn and may have funds that were disbursed to their account returned to the Department of Education – per federal requirements.
- Satisfactory academic standing for financial aid must be maintained to receive aid.
 - For Non-Term program (NT) students, course failure may affect pending disbursements and increase costs.
- Determining an academic year at Warner Pacific depends on the financial aid format.
 - NT academic year is defined generally as:
 - 24 academic credits and 40 weeks of instructional time for **undergraduate** programs.
 - 18 academic credits and 36 weeks of instructional time for the Master of Arts in Human Services program.
 - 15 academic credits and 35 weeks of instructional time for the Master of Arts in Teaching program.
 - 16 academic credits and 32 weeks of instructional time for the Master of Arts in Organizational Leadership program.

- The Non-Standard Term program (NST) academic year is divided between two semesters, Fall and Spring. Full time enrollment for undergraduate programs is 12 credits each semester. Full time enrollment for graduate programs is 6 credits each semester.
- Determining loan and grant funds depend on the delivery format.
 - For NT students, loan and grant funds are typically applied in two disbursements per academic year, after confirming attendance.
 - The first disbursement is requested from the Department of Education after two dates of attendance have been confirmed and the student has completed all required paperwork.
 - The second disbursement is requested once a student successfully completes one half the credits and one half the weeks in the academic year.
 - Financial Aid cannot fund successfully completed courses retaken to raise a student's grade. Courses the student does not successfully complete extend the academic year.
 - For NST students, loan and grant funds are typically applied in two disbursements each academic year, once during the fall semester and once during the spring semester, after confirming attendance.
 - Financial Aid may be applied toward successfully completed courses retaken one time only to improve the course grade.
- Any changes to the student's academic schedule may result in changes to eligibility and/or the timing of financial aid disbursements.
- In order to prevent delay in the processing of financial aid, it is recommended the student file a FAFSA as early as possible each year beginning October 1st.
 - NT students should file a FAFSA at least two months prior to the start of each subsequent academic year and submit any additional documentation requested at least two weeks prior to the end of the current academic year. A FAFSA can be filed any time after October 1st for the following academic year.
 - An academic year may be extended as a result of failed or waived courses. This extension delays future aid eligibility and/or disbursements.
 - NST students should file a FAFSA as early as October 1st each year and submit any additional documentation requested no later than June 15th or two weeks prior to the start of the program if starting after July 1st.

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 federal financial assistance. Students are expected to maintain satisfactory academic progress each payment period (NT) or semester (NST) by achieving at least a 2.00 cumulative grade point average (GPA) in undergraduate programs and a 3.00 cumulative GPA in graduate programs.

The Warner Pacific University cumulative GPA is equivalent to its career GPA. In the event that a student's performance is found to be unsatisfactory, the university notifies the student of their current status and the impact of this unsatisfactory progress on financial aid eligibility. Financial aid includes federal, state, institutional, outside scholarship sources and employee remit.

For NST, 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
- Three Quarter time – at least nine credits
- Half 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 (GPA), and earn the minimum number of credits for the enrollment status:

- Full time – at least six credits
- Half time – at least three credits
- Less than Half time – one to two credits

Please note: these policies govern financial aid and do not have any bearing on student academic standing as they are separate policies.

Qualitative Standard

Minimum Grade Point Average

Students are expected to maintain at least a 2.00 cumulative GPA in undergraduate programs and a 3.00 cumulative GPA in graduate programs. A student's GPA is reviewed at the end of each payment period (NT) or semester (NST).

The GPA is computed by multiplying the credit hours by the quality points earned for each grade received; the quality points for all courses recorded are totaled and the number is divided by the total number of credits graded. All courses are included in the computation except those in which a grade of "W" (Withdrawal), "P" (Pass), "NP" (No Pass) and "AU" (Audit) are received. In the case of courses retaken by the student, all grades remain on the transcript, but only the highest grade is counted in the GPA.

Quantitative Standard

Maximum Accumulation of Credits

Students are expected to complete their program within a maximum time frame. Periodic evaluations monitor the student's pace of progression. Each academic program publishes standard credit loads for completion. Students are eligible to receive financial aid for a maximum of 150 percent of the standard credit load required to complete the program. Transfer credits accepted by the university toward the program are included in the calculation of attempted and completed credits in determining the total 150% timeframe. Designations such as "W" (Withdrawal), course grades of "I" (Incomplete), or "IP" (In Progress) are not considered satisfactory completion of a course, but are counted toward attempts. Once it becomes apparent that the student cannot complete the program within the 150% credit limit, financial aid is *Suspended*. A student may submit an *Appeal* for consideration of an exception to this policy (see below).

Program	Published Program Length in Credits	150% Credit Limit
Associate	63	95
Undergraduate	124	186
Graduate - MAHS	39	59
Graduate – MAOL	34	51
Graduate – MAT	35	53
Graduate - MBA	42	63
Graduate – MED	31	47

Minimum Rate of Successful Course Completion

Non Term students must earn at least 67% of the credits attempted. Satisfactory academic progress is reviewed at the end of each payment period (NT). Courses taken as Audit are not counted as attempted credits.

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

Non Standard Term students must earn the minimum number of credits for the enrollment status:

Undergraduate

- Full time – at least 12 credits
- Three Quarter time – at least nine credits
- Half time – at least six credits
- Less than half time – one to five credits

Graduate

- Full time – at least six credits
- Half time – at least three credits
- Less than Half time – one to two credits

Unsatisfactory Academic Progress

Academic progress, as indicated by cumulative GPA and cumulative credits earned, is monitored at the end of each payment period (NT) or semester (NST) by the Office of Financial Aid. A student failing to meet satisfactory academic progress standards is placed on *Financial Aid Warning (Warning)* and issued a letter alerting them of the need to correct the deficiency. The *Warning* status allows the student to maintain financial aid eligibility for a subsequent payment period (NT) or semester (NST). At the end of the subsequent payment period (NT) or semester (NST), upon achieving satisfactory academic progress standards, the status is lifted and the student is granted a status of *Good Standing*. 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 with aid in a *Suspended* status may *Appeal* for reconsideration of financial aid eligibility (see below).

Appeals

A student with *Suspended* aid may *Appeal* for reconsideration of financial aid eligibility by providing a letter in writing electronically or hard copy to the Office of Financial Aid. The *Appeal* must include the reason the student failed to make satisfactory academic progress and proposed changes that will allow the student to make satisfactory academic progress during the next evaluation period. *Appeals* are adjudicated by the Financial Aid Advisory Committee (FAAC) and decisions are final. An *Appeal* may be approved if the FAAC determines the student, based on supportive statements in the appeal, will be able to meet satisfactory academic standards after the subsequent payment period (NT) or semester (NST). Students are notified in writing of *Appeal* decisions. If the FAAC approves an *Appeal* after suspension, the student is placed on *Financial Aid Probation (Probation)* for one payment period (NT) or semester (NST) 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 returned to *Good Standing*. If the student does not achieve satisfactory academic progress standards at the end of the *Probation* period, financial aid is *Suspended*. Students may again *Appeal* if *Suspended*.

Examples of mitigating circumstances under which a student is permitted to submit an *Appeal* include death of a relative, injury or illness of the student, or other special circumstances.

Re-Establishing Academic Progress and Financial Aid

A student with *Suspended* aid may re-establish financial aid eligibility by either *Appealing* for reconsideration of financial aid eligibility to the FAAC or by completing credits, without the benefit of financial aid from Warner Pacific University, as per the following. An undergraduate student must complete 12 credits, within a 12-month period, with a minimum GPA of 2.00 before requesting consideration for reinstatement of financial aid at Warner Pacific University. A graduate student must complete 6 credits, within a 12-month period, with a minimum GPA of

3.00 before requesting consideration for reinstatement of financial aid at Warner Pacific University. Following the completion of the credits described above, the student may reapply by written *Appeal* for financial aid. Incomplete and In-Progress grades affecting financial aid standing may be reviewed through the *Appeal* process.

RETURN OF FINANCIAL AID FUNDS

Warner Pacific is mandated by the U.S. Department of Education per federal regulations to perform a Return of Title IV Aid (R2T4) calculation for students who cease attendance during a payment period or period of enrollment and are not placed on an approved Leave of Absence (LOA).

A student is considered to be withdrawn at the point in time the student begins the official withdrawal process or provides official notification to the institution of intent to withdraw. The date of the institution's determination that the student withdrew is the earliest date of the following: the date the student began the official withdrawal process, the date of student notification, or 14 days from the last date of attendance (LDA). The Return of Title IV Aid calculation must be completed within 30 days of the institution's date of determination.

A student is not considered to be withdrawn if the student provides written confirmation of intent to begin another course (module) within 45 calendar days from the end of the module attendance ceased. Written confirmation of intent to return must be received at the time of withdrawal. The student may request in writing to change the original expected date of return (EDR) and not be considered withdrawn as long as the revised expected date of return is within the original 45 calendar day period and is made prior to the original expected date of return. A student is considered to be withdrawn if the student does not return as scheduled.

The Warner Pacific Professional and Graduate Studies is considered a program that is required to take attendance and must use attendance records when performing the R2T4 calculation to determine the student's withdrawal date. The determination and documentation of attendance must be made by the school. Self-certification of attendance by the student is not acceptable. Academic attendance includes all days for which the student was scheduled to attend. A period of non-attendance begins the day after the student's last day of attendance.

In the NT format, a previously withdrawn student may return within 180 days to the same program and is considered to return to the same payment period or period of enrollment and is eligible for any Title IV funds for which they were eligible prior to withdrawal. Students returning after 180 days are considered as starting a new academic year and aid is recalculated. There are situations when the school is required to perform a R2T4 calculation for students who received federal aid then withdraw from school. Warner Pacific University uses the federal R2T4 calculation for all students who withdraw from school to determine the amount of federal and state aid that is earned and unearned for the awarding period.

A R2T4 calculation is required in the following scenarios:

- A student withdraws or is withdrawn by the school prior to the completion of a period of enrollment and does not return to class within 14 days of their last date of attendance (LDA)

- A student has a break in attendance of 28 days or more and is not on an approved Leave of Absence (LOA) for the break

The Office of Financial Aid is notified of student withdrawals and breaks in attendance via system reports that document student attendance patterns and registration changes. Other sources of notification include academic advisors and the registrar.

Example of a R2T4 Calculation:

Enrollment Period: Fall Semester (173 days)

Student received net federal award amounts of \$3,463 direct unsubsidized loan, \$2,721 direct subsidized loan, \$2,960 Pell grant, and \$50 Federal Supplemental Educational Opportunity Grant (FSEOG).

Title IV Funds Received	Amount
Title IV Loans	\$6,184.00
Title IV Grants	\$3,010.00
Total Title IV Aid	\$9,194.00

Student withdrew on the 29th day of the enrollment period

Percent Earned: $29/173 = 16.80\%$

Percent Unearned: $100\% - 16.80\% = 83.20\%$

Amount of Title IV Aid Unearned: $\$9,194 \times .832 = \$7,649.40$

Unearned Title IV funds are returned in the following order:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Federal Parent PLUS Loan
- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal TEACH grants
- Iraq and Afghanistan Grant
- Other Grants

For this student example, the school would return all of the disbursed unsubsidized and subsidized loan funds, and \$1,465.40 of the Pell grant for a total return of \$7,649.40.

TUITION AND FEES

Prices good through Spring Semester 2021

TUITION

Associate cohort courses	\$255 per credit
Bachelor cohort courses	\$510 per credit
Graduate cohort courses	\$734 per credit
Courses in the Minor	\$510 per credit
Traditional program courses	\$780 per credit
CLS 200A	\$204 per course
Knights Care Health Services Fee	\$19 per course

ADMINISTRATIVE AND SPECIAL FEES

FEE TYPE	COST
Application Fee (non-refundable, submitted with application for admission)	\$25
CLEP/DSST Examination Site Fee (Examination fee additional)**	\$25
CLEP Examination Testing Fee***	\$85
DSST Examination Testing Fee***	\$85
Credit By Examination, examination fee	\$85
Credit by Examination, transcribing fee, per credit	\$70
Diploma Change (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
Master Thesis Extension Fee	\$200
No Show Drop Fee (drop after first class session)	\$50
No Show Drop Fee (drop after second class session)	\$100
PLE Essay Submittal – 1 st Submission (if applicable)	\$125
PLE Essay Submittal – 2 nd Submission (if applicable)	\$75
Transcript Fee, delivered by regular mail	\$7
Transcript Fee, next-day processing	\$10
Transcript Fee, same day processing	\$25

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

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

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

ACADEMIC DEPARTMENTAL FEES

FEE TYPE	COST
ED-690A Student Teaching I	\$150
ED-691A Student Teaching II	\$300
RN-to-BSN Program	\$228

TEXTBOOKS

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.

Frequently Asked Questions regarding buying and renting books may be found on the Tree of Life (TOL) website. Books and materials will be delivered to students approximately one week before each course start date. To receive books in a timely fashion, students should be registered for classes three weeks before the course start. In order to avoid book charges, students must return books as instructed. Direct questions to the Tree of Life Customer Service at 1-888-392-2930 or customercare@treeoflifebooks.com. Students who believe they have extenuating circumstances that warrant an exception to the textbook policy should appeal to the Office of the Associate Vice President for Academic Affairs. Additional information regarding textbooks and Tree of Life can be found in the following places: PGS Dashboard, MyWP Classes, and MyWP.

STUDENT FINANCIAL OPTIONS

A student selects one Primary Payment Option. A Secondary Option is required if the Primary Option is not the Pay & Go Plan.

Pay & Go Plan

Payment course by course: If the Pay & Go Plan is the “Primary Option,” payment for courses are due in full by the first day each course starts. If the Pay & Go Plan is the “Secondary Option,” any outstanding charges not covered by the “Primary Option” are due by the first day the course starts.

Corporate Tuition Deferment Plan

Participation in this option requires that a copy of the company’s tuition reimbursement policy, on company letterhead, be on file and approved by the Office of Student Financial Services. The portion of company reimbursed tuition and/or books are deferred 30 days from the last day of each course. The student is responsible to pay in full any amount not paid by the company by the 31st day after the course ends. The student is expected to notify the Office of Student Financial Services of changes in employment status that affect payment.

Direct Bill Plan

Approved company tuition vouchers must be received two weeks prior to the start of each course. The student must pay tuition not covered by Direct Billing by the first day each course starts. One hundred percent (100%) must be paid directly to Warner Pacific University by the employer in order for this option to be considered a “Primary Option”.

Financial Aid Plan

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

ONLINE STUDENT ACCOUNTS

Student account information is available online to review tuition charges and make payments. Students may log in at mywp.warnerpacific.edu.

For assistance with your Warner Pacific University User Account login and password, please contact the helpdesk at 503-517-1399.

FINANCIAL POLICIES AND PROCEDURES

FINANCING OPTIONS FOR PROFESSIONAL AND GRADUATE STUDIES

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

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

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

- **PRIVATE LOANS**
- **PRIVATE SCHOLARSHIPS**
- **VETERANS BENEFITS**

(Veterans: Please contact the Department of Veterans Affairs at 1-888-442-4551 for information regarding benefit eligibility.)

- **EMPLOYER-SPONSORED EDUCATION**

Businesses with an employee educational benefit program may be set up on a direct bill basis. This is arranged with the Office of Student Financial Services. If the company does not elect a direct billing option, the tuition is the responsibility of the student.

Payment Information

To ensure accurate processing of payments, please include your seven-digit Student ID Number along with the applicable course number or course name.

Payments may be made by:

1. Submitting an on-line payment on MyWP.warnerpacific.edu under Student Accounts, Pay on My Account. Payments can be made by e-check and all major credit cards.
2. Visiting the Cashier's Desk in Egtvedt Hall on the Tabor Campus (cash, check or credit cards accepted in person)
3. Phoning in a credit/debit card payment to 503-517-1207 (only VISA, MasterCard & Discover)
4. Mailing checks to: Warner Pacific University
Attn: Office of Student Financial Services
2219 SE 68th Ave
Portland, OR 97215

Credit Cards Accepted

Visa, MasterCard, Discover and American Express are accepted online at mywp.warnerpacific.edu and Discover, Visa and MasterCard are accepted for payments made by phone.

Changing Payment Plan Options

The Primary Payment Plan Option may be changed while attending the Warner Pacific University Professional and Graduate Studies provided the student account is in good standing. In order to change plans, the student must contact the Office of Student Financial Services and complete the appropriate financial agreement. All changes must be approved by Warner Pacific University.

Late Fees

Unpaid balances are subject to a 1.5% service charge each month the balance remains unpaid. To avoid late fees, payments must be made by the first day each course starts. This applies to any balance not covered by Financial Aid, Tuition Deferment, or a Direct Billing Plan.

Returned Check/Credit Card Fees

All returned checks or credit cards are assessed an additional \$25 processing fee. If the account is delinquent when the check or credit card is returned, service charges plus a declined credit card or returned check fee will be charged to the student account. Warner Pacific University reserves the right to charge returned check or credit card fees and service charges at any time.

Failure to Pay

Failure to complete payment of tuition and fees by the specified due date may result in administrative withdrawal from the program beginning with the student's next scheduled course. Students administratively withdrawn from the University for financial reasons are responsible for paying their account in full before they may be re-admitted.

Grade Release

Grades are released for paid courses only (exceptions may be made for Tuition Deferred Students), and only if an academic degree plan has been completed with an academic advisor before the end of the second course in the student's program. Transcripts are not issued until the student account is cleared by Student Financial Services.

Withdrawal

Withdrawing from a course may result in a student owed balance payable to Warner Pacific University. Please refer to the Attendance Policy in the Professional and Graduate Studies Bulletin and in the course syllabus.

Note: Withdrawing from a course or changing the academic calendar may reduce or eliminate a financial aid award. Please consult with a Professional and Graduate Studies Academic Advisor and Financial Aid Counselor prior to withdrawing from courses.

PGS REFUND POLICY

The Refund Policy applies to tuition only. Textbook fees, application fees, and assessment fees are non-refundable. Textbooks received for a dropped course may be returned for a possible refund depending upon the timing of the drop and the condition of the book. Please visit the Tree of Life Books website at www.treeoflifebooks.com for additional information. In order to withdraw from a course, a student must notify the university. Please see the sections on dropping courses and withdrawing from the university in this bulletin.

Regular Refund Schedule

Course Length	Drops submitted before the class session (for on ground) or by midnight the Sunday before the week begins (for online) will receive refunds according to this refund schedule:				
	Before Week 1	Before Week 2	Before Week 3	Before Week 4	Before Week 5
2 Weeks	100%	No Refund	--	--	--
4 Weeks	100%	50 %	No Refund	--	--
5 Weeks	100%	80%	50%	No Refund	--
6 Weeks	100%	80%	50%	No Refund	--
7 Weeks	100%	80%	60%	40%	No Refund
8 Weeks	100%	80%	60%	40%	No Refund
Weekend Courses	100% (1 st Fri. Night)	80% (1 st Sat. Morn.)	50% (1 st Sat. Afternoon)	No Refund (2 nd Fri. Night)	--

Refund Schedule for Wisconsin Residents

Course Length	Drops submitted before the class session (for on ground) or by midnight the Sunday before the week begins (for online) will receive refunds according to this refund schedule:					
	Before Week 1	Before Week 2	Before Week 3	Before Week 4	Before Week 5	Before Week 6
2 Weeks	100%	50%	--	--	--	--
4 Weeks	100%	75%	50%	No Refund	--	--
5 Weeks	100%	80%	60%	No Refund	--	--
6 Weeks	100%	80%	60%	50%	No Refund	
7 Weeks	100%	85%	70%	55%	40%	No Refund
8 Weeks	100%	85%	75%	60%	50%	No Refund
Weekend Courses	100% (1 st Fri. Night)	80% (1 st Sat. Morn.)	60% (1 st Sat. Afternoon)	50% (2 nd Fri. Night)	No Refund (2 nd Sat. Morn.)	--

Warner Pacific University
PGS ACADEMIC CALENDAR 2020-2021

Fall Semester 2020

PGS non-standard term (NST) Semester Begins	June 29, 2020
PGS non-term (NT) Semester Begins	August 1
Convocation, 10:30 a.m.	August 24
Labor Day Holiday (NST sections meet online)	September 7
Common Day of Service (classes before 4:00 p.m. cancelled)	September 16
Thanksgiving Holiday (NST sections meet online)	November 26-27
Winter Commencement, 10:00 a.m.	December 12
PGS non-standard term (NST) Semester Ends	December 20
PGS non-term (NT) Semester Ends	December 31

Spring Semester 2021

PGS non-term (NT) Spring Semester Begins	January 1, 2021
PGS non-standard (NST) Spring Semester Begins	January 4
Martin Luther King Holiday (NST sections meet online)	January 18
President's Day Holiday (NST sections meet online)	February 15
Spring Break (NST sections meet online)	March 22-26
Spring Commencement, 10:00 a.m.	May 8
PGS non-term (NT) Spring Semester Ends	May 31
PGS non-standard (NST) Spring Semester Ends	June 27

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